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ABSTRACT

The project, "Learning Disabilities--Community Advocacy, Support, Employment, Education" (LD-CASE), was initiated to expand the personal/social, educational, and employment options of individuals with learning disabilities. The project is designed to provide LD adults with experiences that will increase their self-advocacy skills, establish community-based forums for personal growth and mutual support, and provide continuing education opportunities to professionals who work with adults with LD. This training manual for vocational service providers utilizes a trainer of trainers methodology; it provides an outline for discussion, structured applications of content, and supplementary materials for each topic. Manual topics include: (1) learning disability overview; (2) the emotional aspects of learning disability, coping skills and self-advocacy skills; (3) pragmatic communicative competence; and (4) functioning in postsecondary or employment settings. The bulk of the report comprises copies of overhead transparencies to accompany each manual topic. (Contains 18 references.) (JDD)

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Learning
Disabilities
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Community
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Support
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NEW LIFE OPTIONS FOR LEARNING DISABLED

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Training Manual
for
Vocational Service Providers

University of Nebraska at Omaha
Division of Educational and Student Services
Omaha, NE 68182

University of Nebraska at Omaha

Prepared by funds from the U.S. Dept. of Educ. Office of Sp. Ed. and Rehabilitative Services (#H235A10043)

EC 302180

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LD-CASE
TRAINING MANUAL
FOR
VOCATIONAL SERVICE PROVIDERS

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TABLE OF CONTENTS

FOREWORD.....VI

ACKNOWLEDGMENTS.....VII

SCHOOL-COMMUNITY-WORK TRANSITION.....IX

LD-CASE GRANT.....X

SECTION I:
LEARNING DISABILITY OVERVIEW.....1

SECTION II:
GOING FROM "me TO ME".....5

SECTION III:
COMMUNICATION AS A WAY OF LIFE.....7

SECTION IV:
FUNCTIONING IN POST-SECONDARY OR EMPLOYMENT SETTINGS.....9

OVERHEADS:

Section I - LEARNING DISABILITY OVERVIEW

Facing up to the Learning Disability: Overview of Processing Disorder.....13

Seven Academic Areas of Educational Learning Disabilities.....14

Vocational Limitations that Hamper Employment Opportunities.....15

TABLE OF CONTENTS CONTINUED

OVERHEADS:

Section I - (Continued)

Processing Information Input, Integration, Output and Memory.....22

Assessment Profile I and Strengths and Weaknesses....25

Section II - GOING FROM "me TO ME"

Social Skills for Success.....27

Time Management and Organizational Difficulties.....30

Self-advocating by Assertion.....31

Learning Difficult Tasks.....32

Section III - COMMUNICATION AS A WAY OF LIFE

Components of Language.....33

Form.....34

Content.....35

Use.....36

Cartoon: Pragmatics.....37

Figurative Language.....38

Pragmatic Language.....39

TABLE OF CONTENTS CONTINUED

OVERHEADS:

Section III - (Continued)

Job Related Language.....41

Suggestions for Asking for Help.....43

Suggestions for Job Interview.....45

Section IV - FUNCTIONING IN POST-SECONDARY OR EMPLOYMENT SETTINGS

Post-Secondary Services for Students with Learning Disabilities.....47

Post-Secondary Experiences:

Student Involvement.....49

Preparation for Admission.....50

Cartoon: Overly Dependent on Mother.....51

Supportive Environment.....52

Generic Job Accommodations.....53

Assessment Profile II and Strengths and Weaknesses..54

Case Study.....59

LD Accommodation Planning Guide.....60

TABLE OF CONTENTS CONTINUED

SUPPLEMENTAL INFORMATION:

Section I- LEARNING DISABILITY OVERVIEW

Pre-Test.....62

Barsch Learning Style Inventory.....64

Dealing with your Disorganized Central Nervous System.....68

Individuals with Learning Disabilities - A Student's Perspective.....72

Section II - GOING FROM "me TO ME"

Coping with Specific Disabilities.....74

Be Clear about the Kind of Help You Need.....81

Section III - COMMUNICATION AS A WAY OF LIFE

Pragmatic Checklist.....82

Guidelines for Minimal Speaking and Listening Competencies for High School Graduates.....84

Section IV - FUNCTIONING IN POST-SECONDARY OR EMPLOYMENT SETTINGS

Post-Test.....93

Evaluation.....95

TABLE OF CONTENTS CONTINUED

SUPPLEMENTAL INFORMATION:

Section IV - (Continued)

College Testing Services for Students with Special Needs.....97

Questions to Ask.....98

A Comprehensive Learning Disabilities Service Program.....100

Summary of the 504 Regulations.....102

Getting Ready for College: Advising High School Students with Learning Disabilities.....104

Directories for LD Post-Secondary Students.....109

On the Job Tips for Employees with Learning Disabilities.....111

Job Suggestions for Adults with Learning Disabilities.....113

Jobs that might NOT be appropriate for LD Adult.....114

Suggestions for Working with Adults with Learning Disabilities.....115

REFERENCES.....117

FOREWORD

Learning Disabilities-Community Advocacy, Support, Employment, Education (LD-CASE) was conceived and initiated as a result of a desire to expand the life options of individuals with learning disabilities. This desire to expand the personal/social, educational and employment options of individuals with learning disabilities has been a shared goal among advocates at institutions of higher education (University of Nebraska at Omaha), departments of vocational rehabilitation services (Nebraska Division of Rehabiltiation Services) and community activists (Nebraska Learning Disability Association of America). Parents and professionals from these agencies have worked together to provide LD adults with experiences which will increase their self-advocacy skills, establish community-based forums for personal growth and mutual support, and provide continuing education opportunities to professionals who work with adults with learning disabilities.

Funding from the US Department of Education, Office of Special Education and Rehabiltiative Services has made it possible to prepare these materials for other professionals and advocates to use. LD-CASE project staff encourage you to implement, to revise and to improve the suggestions in this manual. Each application increases the opportunity to create socially and functionally valid options for adults with learning disabilities.

Janice Leuenberger
Project Director

ACKNOWLEDGMENTS

There are a number of persons who have contributed their time and energies in helping to see that LD-CASE met the planned objectives for Year One of this federal grant. First, it is important to thank all of the service providers with the Northeast Region of Nebraska Division of Rehabilitation Services. They are: Ernie Boone, Wendy Nilson, Linda Peck, Jolene Cranston, Janet Harsh, Rich Zajac, Theresa Tester, Sarah Jensen, Leanna Fritz, Lariisa McClung, Leta Simms, Tom Searson, Ann Killham, Deborah Dixon, Joni Minor, Lisa Fleming, Sonia Sherman, Eva Carter, Marilyn Nadler, Lee Campbell, Wes Greenwood, Patricia Maxwell, and Wally Quist.

The LD-CASE project personnel are very appreciative of the cooperation and encouragement given to us by the administrative staff of the Nebraska Division of Rehabilitation Services, in particular by the personnel of the Northeast Region. Special thanks are given to Dennis King, Northeast Area Supervisor and Nancy Koupal, Counselor Director.

Our thanks are also extended to Sharon Bloechle, the project volunteer Community Coordinator and LDA (Nebraska Learning Disability Association of America) representative. Sharon has long been an outstanding advocate for persons with learning disabilities across the state and nation.

The LD-CASE Advisory Committee has given encouragement and advice on the project and must be thanked for their input. Committee members are: Dr. Jason Andrew, Director of Nebraska Division of Rehabilitation Services; Dr. John Hill, Professor of Special Education/Communication Disorders, University of Nebraska at Omaha; Dr. Mary Friehe, Assistant Professor of Special Education and Communication Disorders, University of Nebraska-Lincoln;

Joyce Cramer, Coordinator of LD services, Omaha Public Schools; and Marianne Wessling, LDA community activist, Omaha, Nebraska.

Many thanks to Carol and Rob (adults with learning disabilities) for videotaping their experiences of living with learning disabilities. Without their testimony our understanding of the difficulties this learning difference introduces in life would not be complete.

The Training Manual for Service Providers could not exist in its present form without the long and painfully exacting editing done by Project Director, Jan Leuenberger. Appreciation is extended to Peggy Wallert, Project Coordinator, for her support and encouragment in designing this manual. Darlene Brown, Secretary, and Dianna Massih, Graduate Assistant, for the expertise on the "MAC" computer, Mark Van Osdel, Research Assistant, for his help in designing the pre/posttest questions and carrying out the follow-up evaluation of the training modules.

Without the help of these people, I would not have been able to write this manual. Thank you for all the support and encouragement that you have given me in this endeavor.

Jacque Crehan
Learning Disability Specialist

SCHOOL-COMMUNITY-WORK TRANSITION

Transition services "are a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-secondary activities, including post-secondary employment, continuing and adult education, adult services, independent living, and community participation" (Individuals with Disabilities Act (IDEA) of 1990, formerly the Education for Handicapped Children Act, 1975). The coordinated set of activities shall be based upon the individual student's needs, taking into account the student's preferences and interests, and shall include instruction, community experiences, the development of employment and other post-secondary adult living objectives, acquisition of daily living skills and functional vocational evaluation.

According to Weisgerber (1989) a transition program is a cooperative approach to helping disabled young adults make a more successful transition from school to work and independent living in the community. This process has become a major concern nationally for educators, parents, adults with learning disabilities, vocational counselors, and other service providers. The transition program provides a gradual planning process for developing a set of goals and objectives that will help adults with learning disabilities move into a more independent and fulfilling lifestyle. This passage enhances the ability of adults with learning disabilities to make better decisions concerning employment, living conditions and post-secondary education settings. It also allows the individual to gradually move from a nurturing environment to a more competitive environment, where the adults with learning disabilities can function in the same type of lifestyle as non-disabled adults.

LD-CASE GRANT

The federally funded project, Learning Disabilities-Community Advocacy, Support, Employment and Education (LD-CASE), established a collaborative effort between the University of Nebraska at Omaha, the Nebraska Learning Disabilities Association of America and state Division of Rehabilitation Services (DRS) to expand the life options of adults with learning disabilities (LD). Project personnel implemented a trainer of the trainers' methodology to provide professional development opportunities for DRS personnel working with adults with learning disabilities. The topics for professional development content were selected to improve the disability awareness, self-advocacy skills and pragmatic language skills of adults with learning disabilities in education, community and employment settings. These are the main objectives of LD-CASE:

- establish support groups among adults with learning disabilities within the contexts of employment, education, and community life
- provide training in disability awareness and contextually based self-advocacy skills to adults with learning disabilities
- improve interpersonal and social skills of adults with learning disabilities by enhancing pragmatic language skills
- provide adaptability instruction to adults with learning disabilities to promote responsibility for one's motivation, performance and satisfaction

The professional development content may be presented to allow an interval between sessions, for dissemination of new material and practical application with their clients, or presented in one intensive session. This manual provides an outline for discussion, structured applications of content and supplementary materials for each topic.

The module topics are:

LEARNING DISABILITY OVERVIEW

- define learning disabilities by Educational & Vocational Rehabilitation criteria

GOING FROM "me to ME"

- create simulations to gain more empathy for understanding the emotional aspect of this disability
- provide a perspective of an adult with a learning disability
- discuss coping skills and self-advocacy skills

COMMUNICATION AS A WAY OF LIFE

- outline pragmatic communicative competence
- define VR counselor's role in job-related pragmatic language skills

FUNCTIONING IN POST-SECONDARY OR EMPLOYMENT SETTINGS

- suggest accommodations that may be available in post-secondary education
- propose the need for supportive environment
- suggest various job analysis/accommodations

SECTION I

LEARNING DISABILITY OVERVIEW

LEARNING DISABILITY OVERVIEW

Objectives for Section I:

A) To define learning disability in relation to the difference in criteria applied in Educational and Vocational Rehabilitation settings.

B) To explore what a learning disability is by examining etiology, simulations, case studies, and informal procedures.

C) To allow participants to explore their learning styles and to experience, through the eyes of a student with a learning disability, what it is like to live with this disability.

Material: Pre-Test (See pages 62-63)

Discussion: Participants will complete a pre-test to establish a baseline of knowledge.

Material: Overhead:
Facing up to the Learning Disability:
Overview of Processing Disorder
(See page 13)

Discussion: Information that comes into the central nervous system (input) may be compared to electricity flowing in all directions. The integration of information becomes short circuited as it crosses many synapses. A processing deficit results when one or more of these three information processing functions is inefficient: input, integration, and output (and sometimes memory).

Educational and Vocational Definition: Differences in Criteria

Material: Overhead:
Seven Academic Areas of Educational Learning Disabilities (See page 14)

Discussion: Educational settings define LD in terms of significant difference between academic ability and intellectual ability not attributed to any economic, cultural, environmental, or sensory factors. This difference typically affects seven general areas: Reading Recognition, Reading Comprehension, Math Calculation, Math Reasoning, Written Expression, Oral Expression and Listening Comprehension. The difference between academic and intellectual ability is evaluated in terms of chronological age, mental age, and actual level of achievement.

Material: Overhead:
Vocational Limitations that Hamper Employment Opportunities
(See pages 15-21)

Discussion: Vocational settings define LD in terms of academic needs, but also consider the potential lifelong vocational limitations imposed by the disability. No exclusions (sensory, intellectual ability, cultural or environmental differences) are included in the criteria. The ability to find and maintain employment may be affected by lack of skills in making critical judgments, negotiating through novel situations, acquiring, manipulating, and applying information across settings, and identifying new relationships in a rapidly changing society.

Material: Overhead:
Processing Information Input, Integration, Output and Memory
(See pages 22-24)

Discussion: Information that is read or heard is not always processed as perceived. The sequence of information is not integrated nor does the information get stored in memory. Therefore, the information is not processed as it was received and communication becomes difficult.

Material: "How Difficult Can This Be?" (F.A.T. City Workshop) PBS VIDEO, a copy of this video has been included with this manual.

Discussion: A 15 minute segment will introduce service providers to the world of the individual with a learning disability and provide opportunities to simulate feelings of frustration, anger, and tension typically experienced by this population.

Material: Overhead:
Assessment Profile I and Strengths and Weaknesses (See pages 25-26)

Discussion: Participants will have 10 minutes to study the Assessment Profile and formulate strengths and weaknesses. The group will then list these strengths and weaknesses indicating the effect this information could have on the individual's educational or vocational goals.

Material: Barsch Learning Style Inventory
(See pages 64-67)

Discussion: Participants will complete an individual Barsch Learning Style Questionnaire. Individual profiles will help service providers to encourage their clients to discover and to utilize this information for finding and maintaining employment. For example: learning styles can help one to determine whether one is a visual, tactile or auditory learner. This is valuable in determining how one effectively utilizes information.

Supplemental Information: Dealing with your Disorganized Central Nervous System (See pages 68-71)

Individuals with Learning Disabilities - A Student's Perspective (See pages 72-73)

SECTION II

GOING FROM "me TO ME"

GOING FROM "ME TO ME"

Objectives for Section II:

A) To create a sense of empathy for service providers in understanding the emotional aspects of living with a learning disability.

B) To provide service providers the opportunity to understand the different types of coping skills that affect this population.

C) To explore the need for adults with learning disabilities to be able to self-advocate in community, educational and vocational settings.

Material: Video - "Living with a Learning Disability" A copy is included with this manual.

Discussion: Participants will view a 20 minute video on "Living with a Learning Disability". This will help increase participants' knowledge that this is more than a cognitive problem.

Material: Overhead:
Social Skills for Success
(See pages 27-29)

Discussion: Participants will discuss various skills that could hamper this population's ability to interact on a personal level, initiate conversations or respond in social settings.

Material: Overhead:
Time Management and Organizational Difficulties (See page 30)

Discussion: Participants will have the opportunity to recognize various types of organizational and time management difficulties that may hamper this population's ability to maintain employment and personal responsibilities.

Material: Overhead:
Self-advocating by Assertion
(See page 31)

Discussion: Participants will have the opportunity to name skills that need to be mastered in order to be a self-advocate. Adults with learning disabilities need to have knowledge about public laws and policies, to have high self-esteem, to discuss their disability, and to ask for accommodations.

Material: Overhead:
Learning Difficult Tasks (See page 32)

Discussion: Participants will have the opportunity to gain (or review) tips in helping their clients ask for assistance.

Supplemental Information: Coping with Specific Disabilities
(See pages 74-80)

Be Clear about the Kind of Help You Need
(See page 81)

SECTION III

COMMUNICATION AS A WAY OF LIFE

COMMUNICATION AS A WAY OF LIFE

Objectives for Section III:

A) To illustrate the varied applications of components of language (form, content and use) as used in daily communication.

B) To define the characteristics of individuals with learning disabilities in terms of social and vocational language skills.

C) To expand the DRS professional's knowledge of pragmatic language skills as related to the client's job acquisition, job maintenance skills and job interview.

Material: Overheads:
Components of Language (See page 33)
Form (See page 34)
Content (See page 35)
Use (See page 36)
Cartoon: Pragmatics (See page 37)

Discussion: Participants will increase their familiarity with form, content and use as the components of language which present difficulties to adults with learning disabilities.

Material: Overhead:
Figurative Language (See page 38)

Discussion: Participants will explore how ambiguities subtleties, and variances involved in everyday life can be difficult for adults with learning disabilities.

Material: Overheads:
Pragmatic Language (See pages 39-40)
Job Related Language (See pages 41-42)

Discussion: Participants will list characteristics of academic, social and vocational settings and identify language applications that may create personal and employment difficulties.

Material: Overhead:
Suggestions for Asking for Help
(See pages 43-44)

Discussion: Participants will explore various options of asking for help and red flags to identify areas of concern to share with their clients.

Material: Overhead:
Suggestions for Job Interview
(See pages 45-46).

Discussion: Participants will explore techniques for job interviewing and red flags that may prevent their clients from acquiring the position.

Supplementary Information:

Pragmatic Checklist (See pages 82-83)

Guidelines for Minimal Speaking and Listening Competencies for High School Graduates (See pages 84-92)

SECTION IV

FUNCTIONING IN POST-SECONDARY OR EMPLOYMENT SETTINGS

FUNCTIONING IN POST-SECONDARY OR EMPLOYMENT SETTINGS

Objectives for Section IV:

A) To provide professionals with information on assessing and applying for services in post-secondary institutions.

B) To create an increased sense of empathy among service providers for understanding the emotional aspects of trying to earn a post-secondary degree and having a learning disability.

C) To provide professionals information in the areas of job accommodations, job environment, and job analysis.

Material: Overhead:
Post-secondary Services for Students with Learning Disabilities
(See pages 47-48)

Discussion: Participants will become familiar with types of services in a post-secondary institution.

Material: Overheads:
Post-secondary Experiences:
Student Involvement (See page 49)
Preparation for Admission (See page 50)

Discussion: Participants will become acquainted with characteristics of college students with learning disabilities and how to help them prepare for the admission process.

Material: Overhead:
Cartoon: Overly Dependent on Mother
(See page 51)

Discussion: Students with learning disabilities are dependent on parental involvement during primary and secondary education and now that they are moving to post-secondary education, they need to become more independent.

Material: Video: "Going to College with Learning Disabilities." A copy has been included with this manual.

Discussion: Participants will view a 20 minute video on "Going to College with Learning Disabilities." This will help increase participants' awareness of the obstacles involved in obtaining a college degree for adults with learning disabilities.

Material: Overhead:
Supportive Environment (See page 52)

Discussion: Participants will increase awareness of the need to encourage adults with learning disabilities to build an on-the-job support system.

Material: Overhead:
Generic Job Accommodations
(See page 53)

Discussion: Participants will list different types of generic job accommodations that could help adults with learning disabilities succeed in employment settings.

Material: Overheads:
Assessment Profile II and Strengths and Weaknesses (See pages 54-58)
Case Study (See page 59).

Discussion: Participants will develop a case study profile to go along with the Assessment Profile II (Section II). This information will be used to plan job accommodations.

Material: Overhead:
LD Accommodation Planning Guide (See pages 60-61).

Discussion: Participants will utilize the previously developed Assessment Profile and case study to establish a planning guide for an adult with a learning disability.

Material: Post-Test (See pages 93-94)

Discussion: Participants will complete a post-test to determine increased level of familiarity with topics presented.

Material: Evaluation (See pages 95-96)

Supplemental Information: College Testing Services for Students with Special Needs (See page 97)

Questions to Ask (See pages 98-99)

A Comprehensive Learning Disabilities Service Program (See pages 100-101)

Summary of the 504 Regulations (See pages 102-103)

Supplemental Information
Continued:

Getting Ready for College: Advising High School Students with Learning Disabilities (See pages 104-108)

Directories for LD Post-Secondary Students (See pages 109-110)

On the Job Tips for Employees with Learning Disabilities (See pages 111-112)

Job Suggestions for Adults with Learning Disabilities (See page 113)

Jobs that might NOT be appropriate for LD Adult (See page 114)

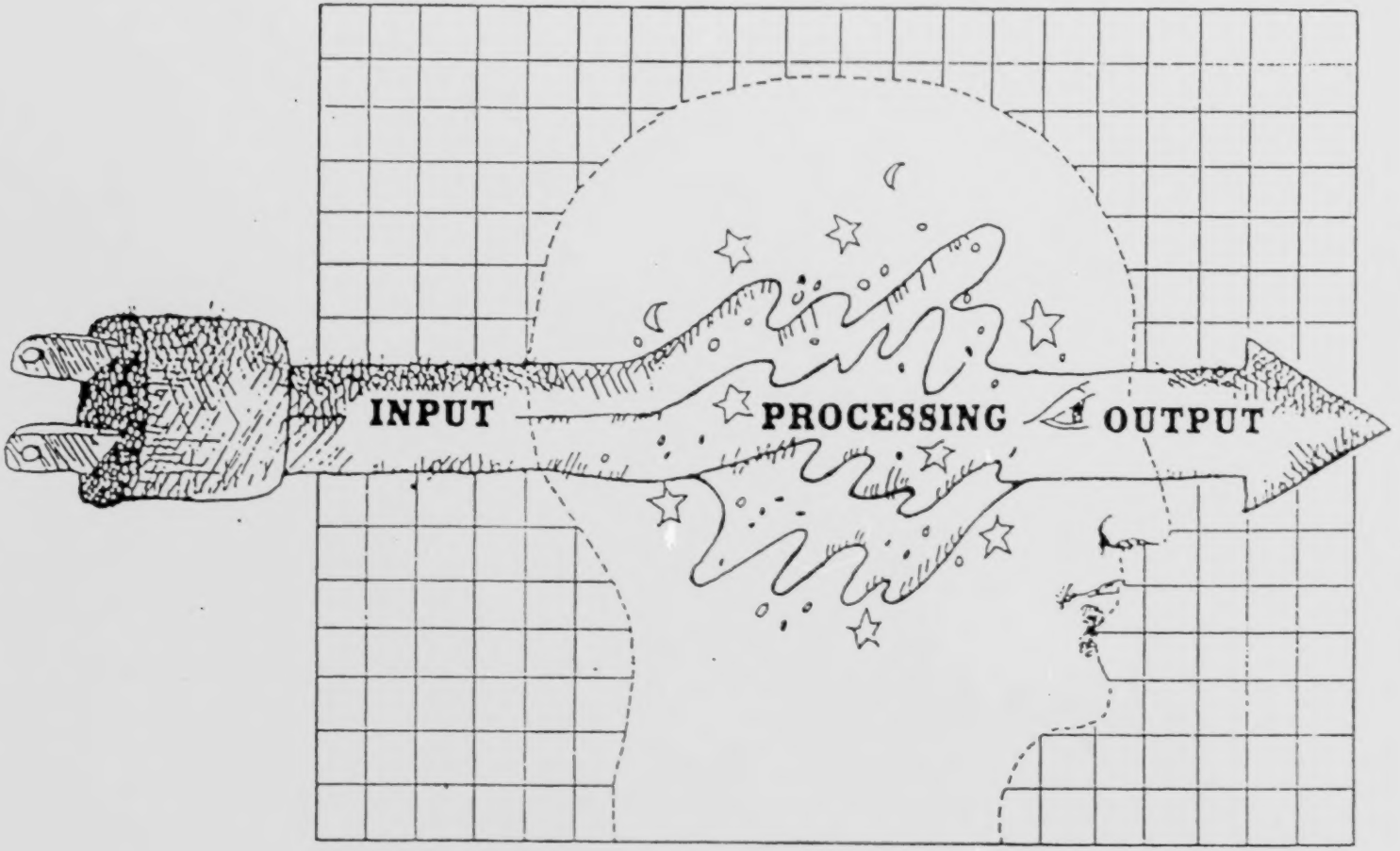
Suggestions for Working with Adults with Learning Disabilities (See pages 115-116).

OVERHEADS

OVERHEADS

SECTION I

LEARNING DISABILITY OVERVIEW



FACING UP TO THE LEARNING DISABILITY: OVERVIEW OF PROCESSING DISORDER

SEVEN ACADEMIC AREAS OF EDUCATIONAL LEARNING DISABILITIES

1. READING RECOGNITION

2. READING COMPREHENSION

3. MATH CALCULATION

4. MATH REASONING

5. WRITTEN EXPRESSION

6. ORAL EXPRESSION

7. LISTENING COMPREHENSION

VOCATIONAL LIMITATIONS

READING RECOGNITION:

- short-term memory
- decoding
- visual discrimination
- auditory discrimination
- letter/word reversals
- sight words
- word analysis skills
- phonetic skills
- long term storage and retrieval

READING COMPREHENSION:

- short-term memory
- questioning
- spatial judgments
- recalling sequence of events
- following directions
- main idea
- locating specific information
- distinguishing between fact/opinion
- visual imagery
- understanding words/paragraphs
- ability to make inferences

MATH CALCULATION:

- short-term memory
- borrowing
- carrying
- percentages
- fractions
- basic math facts
- time

MATH REASONING:

- short-term memory
- measurements
- word problems
- size discrimination
- relationships
- time
- inattention to variable within problem
- reading maps/graphs

WRITTEN EXPRESSION:

- short-term memory
- organization
- directionality
- copying
- word recall
- semantics
- grammar
- syntax
- inability to use creativity

ORAL EXPRESSION:

- directions
- short-term memory
- communication
- word recall
- thought transitioning
- correct grammar
- reaction to listener
- inattention to non-verbal cues

LISTENING COMPREHENSION:

- short-term memory
- pay attention to style, tone or rate
- non-verbal communication cues
- listener's reaction
- understanding words/concepts
- relationship of thoughts/ideas
- sequencing details
- inferences
- distinguishing facts/opinions

INPUT

Visual Perception
- sees 'b' for 'd'

Auditory Perception
- hears 'blue' for 'blow'

Auditory figure/ground difficulties
- listening to radio and hearing the phone ring

Visual figure/ground difficulties
- finding face in crowd

OUTPUT

SPONTANEOUS LANGUAGE

- difficulty initiating and responding in a conversation

GROSS MOTOR

- difficulty running even walking, positioning in space

FINE MOTOR

- handwriting

MEMORY

SHORT-TERM

- visual -- looks up phone number, forgets it when dialing

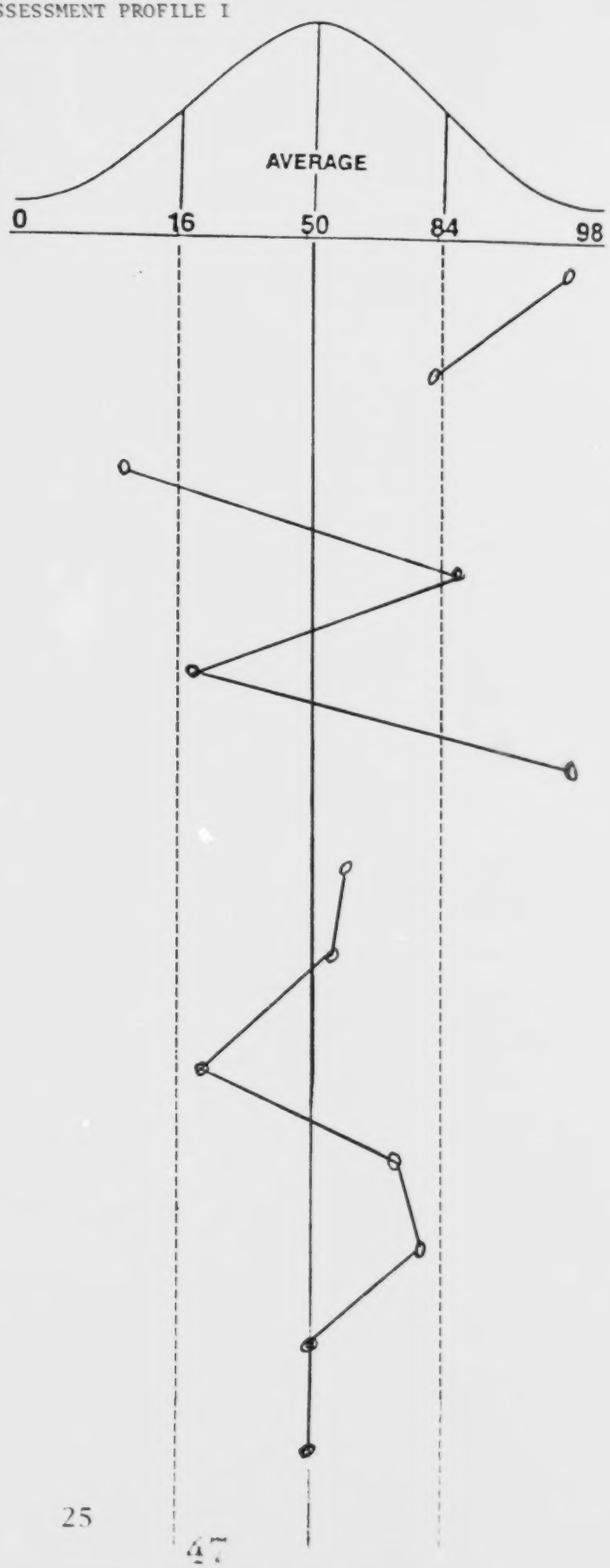
- auditory -- forgets verbal directions

LONG-TERM

- studies and forgets information by morning

- recall and retrieval difficulties

ASSESSMENT PROFILE I



	PERCENTILE RANK
INTELLIGENCE	
Verbal	95
Performance	83
ACHIEVEMENT	
Reading	12
Math	86
Written Language	18
Knowledge	94
LANGUAGE	
Overall Language	57
Vocabulary (PPVT)	55
Grammar	20
Vocabulary	70
Listening Comprehension	80
ORAL LANGUAGE	50
WRITTEN LANGUAGE	50

ASSESSMENT PROFILE I

STRENGTHS

- ABOVE AVERAGE INTELLIGENCE
- MATH
- KNOWLEDGE/GENERAL INFORMATION VOCABULARY
- LISTENING COMPREHENSION
- ORAL LANGUAGE

WEAKNESSES

- WRITTEN LANGUAGE
- GRAMMAR

OVERHEADS

SECTION II

GOING FROM "me TO ME"

SOCIAL SKILLS FOR SUCCESS

PERSONAL SOCIAL SKILLS

- TAKING RESPONSIBILITY
- BEING DEPENDABLE
- TELLING THE TRUTH
- BEING POLITE AND COURTEOUS
- PERSONAL HYGIENE
- EXPRESSING POSITIVE ATTITUDE, ENTHUSIASM, AND FRIENDLINESS
- WORKING WELL WITH OTHERS, (COOPERATING)

SOCIAL SKILLS FOR SUCCESS

INITIATING SOCIAL SKILLS

- GREETING OTHERS/ INITIATING CONVERSATION, GIVING INFORMATION
- INTRODUCING SELF
- ASKING FOR HELP/ ASSISTANCE/ FEEDBACK/QUESTIONS
- GIVING A COMPLIMENT
- GIVING NEGATIVE FEEDBACK (MAKING A COMPLAINT)
- APOLOGIZING/EXCUSING SELF
- GIVING DIRECTIONS
- JOINING OTHERS IN GROUPS/ACTIVITIES

SOCIAL SKILLS FOR SUCCESS

RESPONDING SOCIAL SKILLS

- LISTENING/RESPONDING WHEN OTHERS SPEAK
- FOLLOWING INSTRUCTIONS
- HANDLING NEGATIVE FEEDBACK
- RECOGNIZING THE FEELINGS OF OTHERS
- RESPONDING TO PEER PRESSURE
- PROBLEM SOLVING (DEALING WITH ANGRY PEOPLE)

TIME MANAGEMENT AND ORGANIZATIONAL DIFFICULTIES

- DIFFICULTY GETTING BACK ON TASK
- DISTRACTIONS
- NOT BEING ABLE TO SET PRIORITIES
- OVERLOAD/TOO MANY THINGS TO DO, TOO LITTLE TIME
- PROCRASTINATION
- MOTIVATION/CAN'T GET STARTED
- CAN'T CONCENTRATE

SELF-ADVOCATING BY ASSERTION

- COMFORTABLE LEVEL OF SELF-ESTEEM AND SELF-UNDERSTANDING

- UNDERSTAND LEARNING DISABILITIES

- HELPFUL TO HAVE KNOWLEDGE OF LAWS AND PUBLIC POLICIES WHICH SUPPORT THEM

- WILLINGNESS TO DISCUSS THEIR LEARNING DISABILITIES WITH OTHERS

- ABILITY TO ASK FOR ACCOMMODATIONS AND ASSISTANCE

LEARNING DIFFICULT TASKS

- HAVE SEVERAL PEOPLE TEACH YOU, SO THEY DO NOT GET IMPATIENT

- PRACTICE IN A QUIET PLACE OR WHEN YOU ARE ALONE

- AS SOON AS POSSIBLE, ASK SOMEONE TO WATCH YOU DO IT CORRECTLY

- IF YOU ARE UNABLE TO DO A CERTAIN TASK, FIND OUT WHY AND SOLVE THE PROBLEM

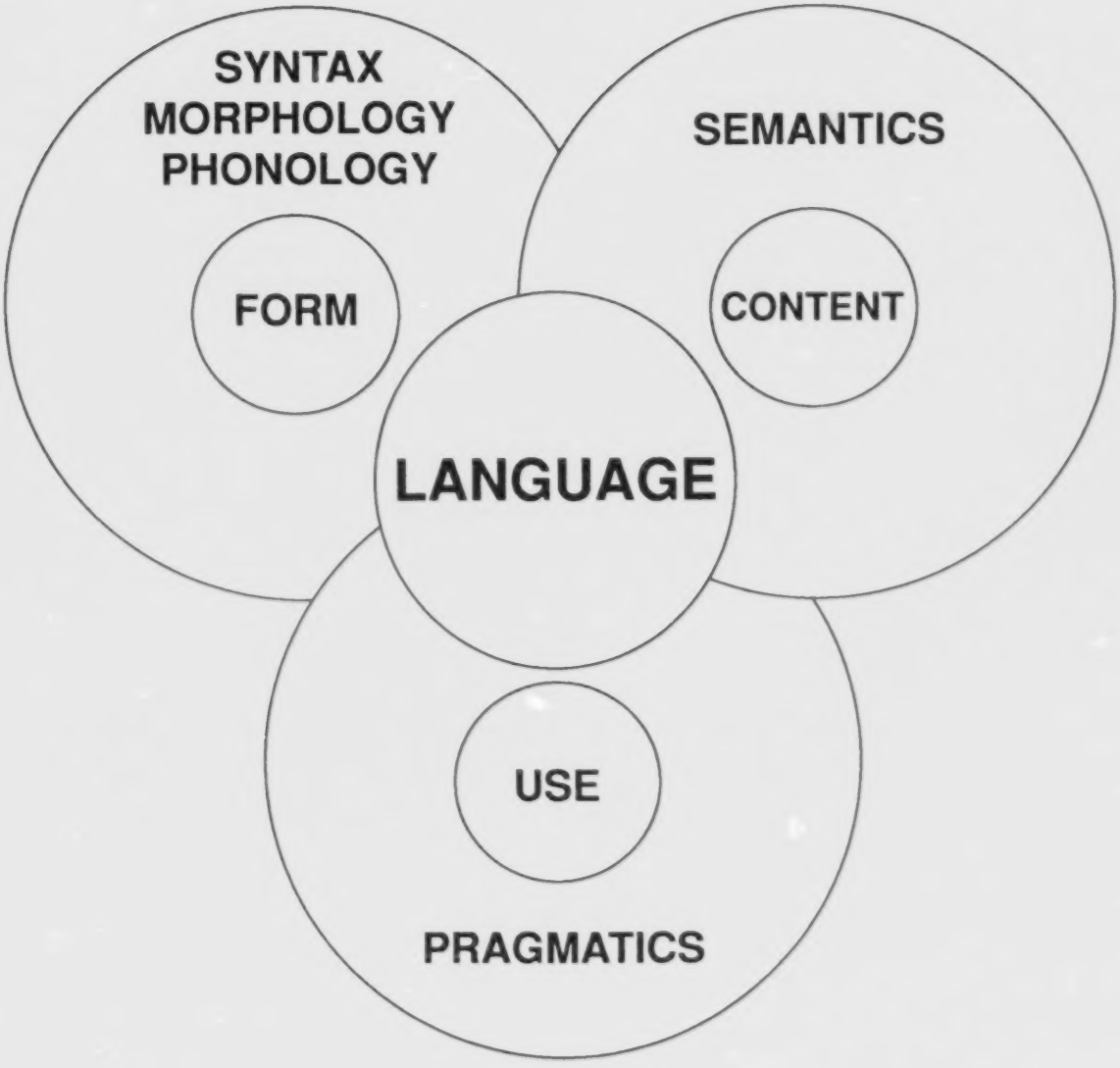
- BREAK THE TASK DOWN INTO EASIER STEPS

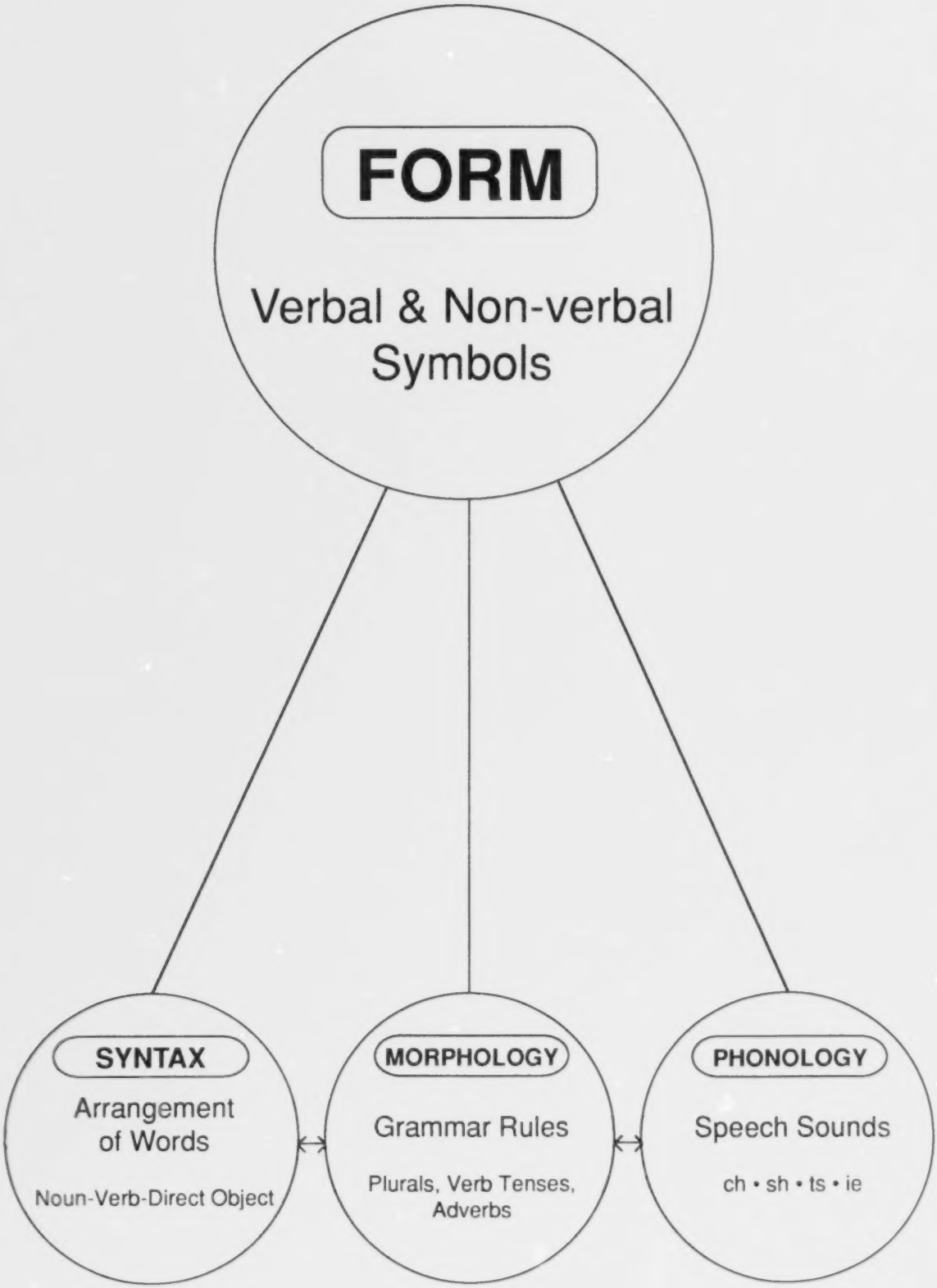
OVERHEADS

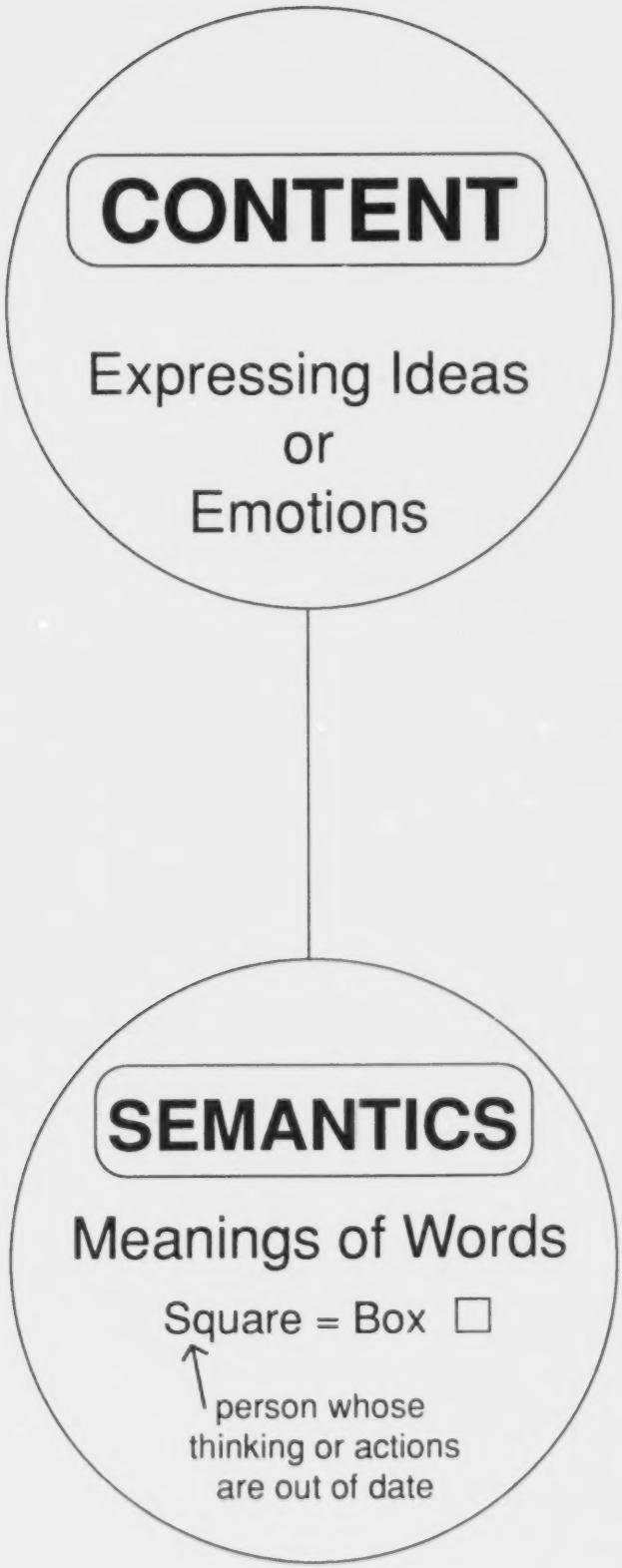
SECTION III

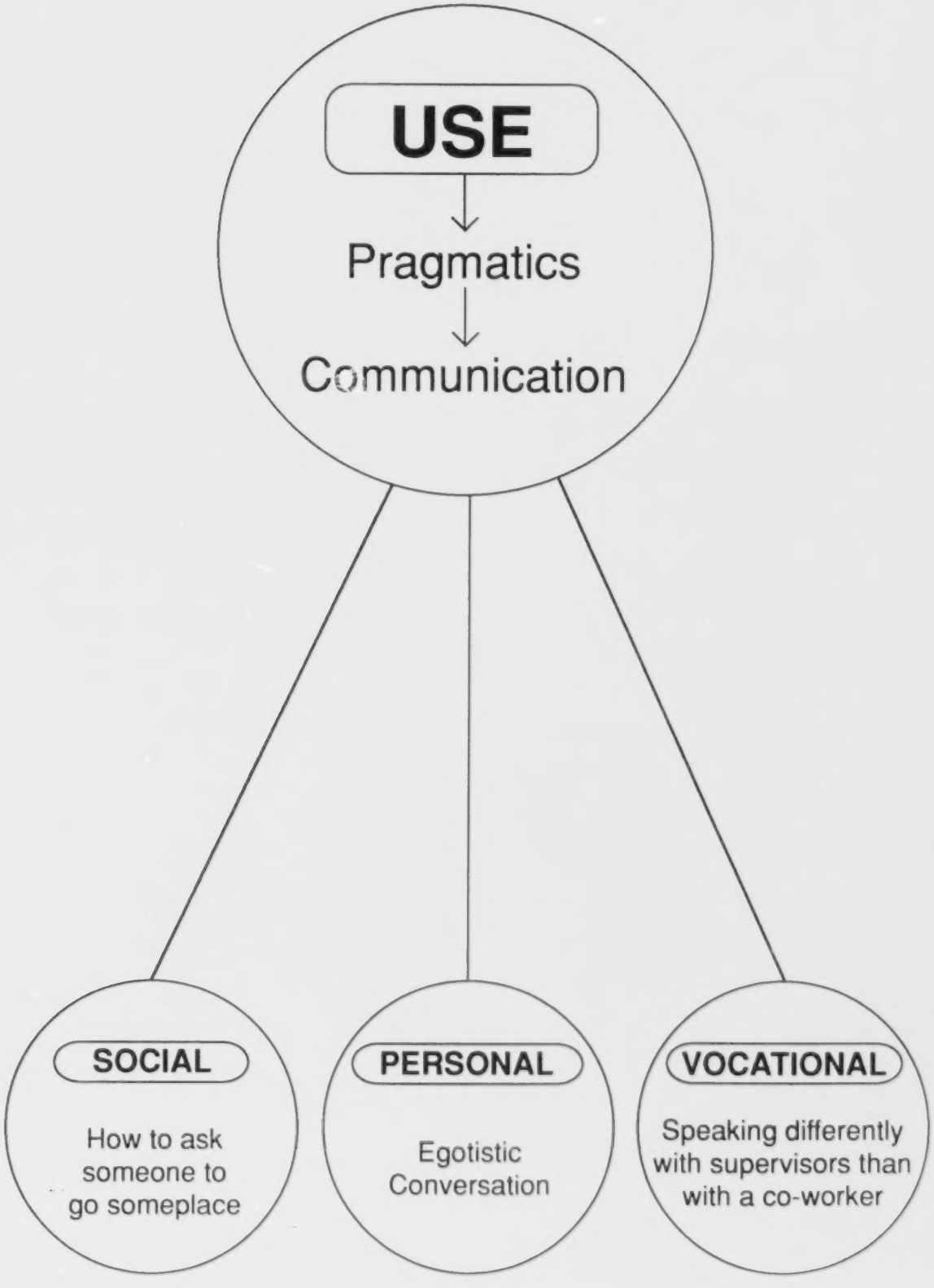
COMMUNICATION AS A WAY OF LIFE

COMPONENTS OF LANGUAGE




FORM
Verbal & Non-verbal Symbols
SYNTAX
Arrangement of Words
Noun-Verb-Direct Object
MORPHOLOGY
Grammar Rules
Plurals, Verb Tenses, Adverbs
PHONOLOGY
Speech Sounds
ch • sh • ts • ie


CONTENT
Expressing Ideas
or
Emotions
SEMANTICS
Meanings of Words
Square = Box □
person whose
thinking or actions
are out of date


USE
Pragmatics
Communication
SOCIAL
How to ask someone to go someplace
PERSONAL
Egotistic Conversation
VOCATIONAL
Speaking differently with supervisors than with a co-worker

PRAGMATICS

PEANUTS
THAT WASN'T THE RIGHT THING TO SAY, MARCIE...
© 1991 United Feature Syndicate, Inc.
WHEN A PERSON GETS A NEW HAIRDO, YOU'RE SUPPOSED TO TELL HER HOW NICE IT LOOKS...
1-28
YOU'RE NOT SUPPOSED TO SAY, "WHAT HAPPENED TO YOUR HEAD?"
SCHULZ

FIGURATIVE LANGUAGE

Language that is often misinterpreted by many adults with learning disabilities.

SAID: You drive me up the wall.

INTERPRETED: Mom is driving her car toward the ceiling.

SAID: I was beside myself.

INTERPRETED: No he's not; he's here.

SAID: If you have a lot of frogs to eat, eat the biggest first.

INTERPRETED: I have to eat frogs.

SAID: Beat the eggs by hand.

INTERPRETED: I plunge my fist into the mixing bowl to beat the eggs.

PRAGMATIC LANGUAGE

ACADEMIC AND SOCIAL SETTINGS

MORE LIKELY TO:

Have vocabulary & idea deficits (specific, clear, accurate words, & ideas)

Be less sensitive to social cues

Misunderstand

Be perceived as negative, overdirect, & impolite

Be less persuasive

Have trouble starting conversations

Interrupt speakers

Monopolize conversations

Make inappropriate statements

MORE LIKELY NOT TO:

Ask for clarification

Consider proximity of stance

Consider setting or audieince

Use correct tone/volume

Make eye contact

ACADEMIC AND SOCIAL SETTINGS

AS LIKELY TO:

Answer with short responses

Sprinkle slang throughout

Utilize a variety of topics

Take turns appropriately

Make statements out of context

Misuse key elements - Who, Where, When

Misread non-verbal cues

JOB RELATED LANGUAGE

VOCATIONAL SETTINGS

MORE LIKELY TO:

Convey a poor attitude/image

Have problems taking & giving criticism

Have difficulty explaining problems

Have difficulty negotiating situations

Have trouble with an interview

Have trouble keeping a job

Speak in the same manner to supervisor as co-workers

MORE LIKELY NOT TO:

Ask for clarification

Consider proximity of stance

Use correct tone/voice

Make eye contact

Follow directions

VOCATIONAL SETTINGS

AS LIKELY TO:

Accept a suggestion from an employer

Compliment a co-worker

Accept a compliment

SUGGESTIONS FOR ASKING FOR HELP

GOAL: To know how and when to ask for help. To be able to plan ahead and determine where help may be needed and what the consequence will be if help is not received.

TIPS:

1. When you suspect a problem, speak up at an appropriate time.

2. Get clarification of what is expected.

3. Use clear and specific language as to why there is or may be a problem. Don't whine.

4. Suggest a reasonable alternative.

5. Listen/look for resistance to alternative.

6. Be prepared to compromise.

7. Thank person for the compromise.

RED FLAGS:

1. Interrupts at wrong times.

2. Uses negative language to ask for help.

3. Has trouble getting clarification.

4. Afraid to admit need for help.

5. Blames others for problems.

PLAN - DO - CHECK

MODELING:

1. I'm not sure what you want.
   Are you saying _____?
   Let me clarify.

2. I have trouble with writing. I may need help.
   I may not be able to read that before the deadline.
   I can't promise it will get done, but I'll try.

3. Another way I could do this would be...

SUGGESTIONS FOR JOB INTERVIEW

GOAL:

To appear positive
To promote image you will fit in and be able to continue

TIPS:

1. Establish eye contact and either greet person or respond to her/his greeting in an upbeat manner.

2. Ask for information about the job: what it requires, when it starts, what it pays, the benefits.

3. Talk about specific qualifications: past work experience, special skills (reliability, punctuality, work ethic). Be honest and allow the person to know you better.

4. Avoid yes/no responses to questions; add information but keep it brief.

5. Close with an expression of interest in the job and appreciation for interview

RED FLAGS:

1. Can't talk positively about self.

2. Answers in yes/no responses.

3. Can't relate past experience to job demands.

4. Has trouble with eye contact and initiating a conversation.

5. Talks on and on.

PLAN - DO - CHECK

MODELING:

1. I am a hard worker.
   I'll sure do the best I can.
   I'm a fast learner.

2. Yes, I can do that job.
   No, I haven't had that experience, but I'm willing to learn.

3. The job sounds good to me.
   I feel I can do this job.
   I'd appreciate a chance to do this job.
   You could depend on me. I really want this job.

OVERHEADS

SECTION IV

FUNCTIONING IN POST-SECONDARY OR EMPLOYMENT SETTINGS

POST-SECONDARY SERVICES FOR STUDENTS WITH LEARNING DISABILITIES

I. LARGEST SINGLE CONTINGENT OF STUDENTS WITH DISABILITIES

A. Approximately 31% high school students with learning disabilities plan to enroll in college.

B. Growth in college attendance has occurred 1980-90.

II. POST-SECONDARY SERVICES VARY

A. Selective environments or adaptive environments are available.

B. Services may be described as:

- 504 Access (Administrative)
- Specialized LD Services (Tutoring, IEP)
- Remedial Developmental Services

III. ACCESSING SERVICES IN POST-SECONDARY INSTITUTIONS

A. Select an institution with clearly defined, written policies.

B. Provide written, professional documentation of handicap.

C. Reasonable Accommodations vs Academic Freedom vs Fundamental Alteration

D. Accommodations may include services from faculty and other campus resources.

POST-SECONDARY EXPERIENCES:

STUDENT INVOLVEMENT

Assist students in becoming aware of attitudinal barriers and in developing appropriate strategies for overcoming them.

Encourage the parents of disabled high school students to foster the development of decision-making skills.

Encourage students to become aware of educational and career opportunities that are available.

Encourage students to become involved in extracurricular activities and appropriate work experiences.

Adapted from: Beryle Baker and Marcia Blanding, Dekalb Community College, Clarkson, GA

POST-SECONDARY EXPERIENCES:

PREPARATION FOR ADMISSION

Motivate students to learn more about their disability, assistive devices, learning styles, and civil rights.

Encourage parents and students to begin the search for an appropriate college as early as possible.

Encourage students to visit colleges, to gather all needed information on support services, and to confer with the service providers as soon as possible.

Promote the use of community resources such as Vocational Rehabilitation Services.

Develop programs of information sharing between secondary and post-secondary institutions.

Provide opportunities for high school students to meet with successful disabled college students.

Adapted from: Beryle Baker and Marcia Blanding, DeKalb Community College, Clarkson, GA.

overly dependent on mother
Callahan
Eliot

SUPPORTIVE ENVIRONMENT

1. CONTACT PERSON TO REDUCE STRESS.

2. PERSON TO INTERPRET HANDWRITING AND SPELLING.

3. PERSONNEL TO PROVIDE FOLLOW-UP AND SUPPORT.

4. PERSONNEL TO PROVIDE GUIDANCE, DIRECT AND REPEAT INSTRUCTIONS FOR RETENTION.

5. PERSONNEL TO MONITOR FOR QUALITY AND QUANTITY.

6. PERSONNEL TO ASSIST EMPLOYEE IN ATTENDING MEETINGS.

7. PERSONNEL FOR POST-EMPLOYMENT COUNSELING.

GENERIC JOB ACCOMMODATIONS

ORAL DIRECTIONS

WRITTEN DIRECTIONS

JOB SHARING

COLOR CODING

DISPLAY PHONE

LONGER TRAINING PERIOD

STEP BE STEP INSTRUCTIONS

MORE TIME TO COMPLETE TASK

NOISE FREE ENVIRONMENT

FREQUENT FEEDBACK

CHECKBOOK CALCULATOR

COMPUTER SPELL CHECK,
GRAMMAR CHECK

COLORED TAPED AT TOP CORNER OF
PARTITION OR DOORWAY

CALCULATOR

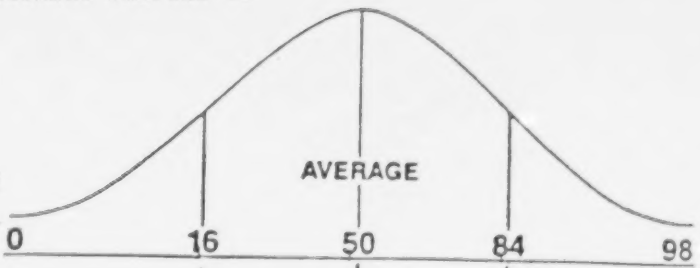
NOTEBOOK

STRUCTURE

COLOR SCREEN

SIZE OF FONT

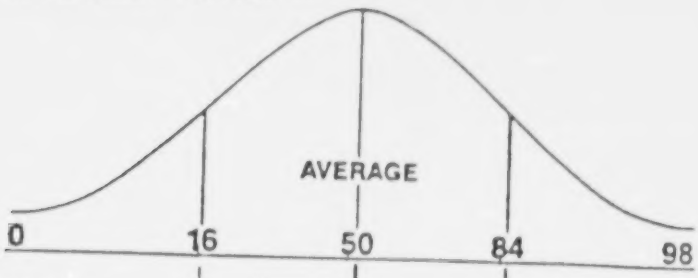
ASSESSMENT PROFILE II



	PERCENTILE RANK
INTELLIGENCE	
Verbal	70
Performance	70
Total Overall	73
ACHIEVEMENT	
(TASK) Reading Comp	59
(ABLE) Reading Comp	99
Vocabulary	94
Language	43
Spelling	97
Total Language	64
(TASK) Math Computation	35
(ABLE) Math Computation	51
Math Reasoning	94
Total Math	75

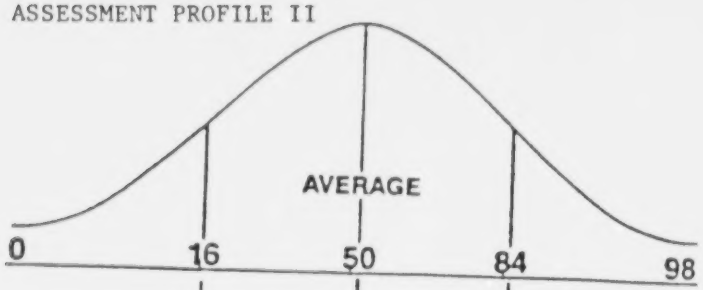
ASSESSMENT PROFILE II

GATB



APTITUDES	PERCENTILE RANK
G-General Learning Ability	52 - 64
V-Verbal Aptitude	35 - 46
N-Numerical Aptitude	44 - 56
S-Spatial Aptitude	80 - 89
P-Form Perception	90 - 95
Q-Clerical Perception	64 - 78
K-Motor Coordination	40 - 64
F-Finger Dexterity	91 - 98
M-Manual Dexterity	69 - 85

ASSESSMENT PROFILE II



INDIVIDUAL TALENT ASSESSMENT PROFILE, (TAP)

TEST	PERCENTILE
#3, Sorting-color	94
#7, Dexterity with Small Tools	92

VALPAR Work Samples (MTM Production Standard):

WORK SAMPLE	RATE	ACCURACY
#6, Independent Problem Solving	100%	100%
#7, Multi-Level Sorting	100%	150%
#9, Whole Body Range of Motion	145%	NA

ASSESSMENT PROFILE II

STRENGTHS

- ABOVE AVERAGE INTELLIGENCE
- READING COMPREHENSION
- VOCABULARY
- MATH REASONING
- SPATIAL RELATIONS
- FORM PERCEPTION
- CLERICAL PERCEPTION
- FINGER DEXTERITY
- MANUAL DEXTERITY
- SORTING COLOR
- DEXTERITY WITH SMALL TOOLS
- INDEPENDENT PROBLEM SOLVING
- MULTI-LEVEL SORTING
- WHOLE BODY RANGE OF MOTION

ASSESSMENT PROFILE II

WEAKNESSES

- MATH CALCULATIONS
- TIMED TASKS

CASE STUDY

AGE: 17 GENDER: FEMALE

OBSERVATIONS:

1. Punctuality
2. Time for task completion (Math)
3. Writing:
    a) Capitalization
    b) Word Omissions
4. Pencil pressure

VOCATIONAL PREPARATION:

1. High School College Prep

PRAGMATIC LANGAUGE:

1. Conversation skills
2. Eye contact
3. Clarification
4. Good vocabulary

SPECIFIC LEARNING DISABILITY:

Math Computation
*Language Concerns

AREA OF INTEREST:

Sciences Forensics
Medical Field
Sports
Working and Helping People

LD ACCOMMODATION PLANNING GUIDE

JOB ANALYSIS: Respiratory Therapist
2+ Years Post-secondary

JOB QUALIFICATIONS:

Reading: 9-12th Grade
Math: College Level Algebra
Language: 12th Grade

Depth Perception
Decision Making Skills
Manipulate Data
Supervises Patient's Treatment
Precision Work
Use Body Tools
Good Memory
Mechanically Inclined

PHYSICAL DEMANDS:

Lift 20 lbs. Maximum
Frequently Lift/Carry up to 10 lbs.
Standing, Walking, Pushing, Pulling,
Reaching, Handling, and Fingering

ENVIRONMENTAL CONDITIONS:

Toxic Fumes
Indoors
Work with People in Extreme Distress
Scientific Field

CHARACTERISTICS:

Flexible Hours
Stress and Pressure
Accountability
Multiple Job Duties

TASK:

Generate Written and Oral Communication
Interpret and Follow Written and Oral Directions
Draw Blood Gases
Complete Required Forms

COMPARISON OF JOB EXPECTATIONS AND SKILLS:

CONCERNS	ACCOMMODATIONS
Math Computation	Calculator Metric Conversion Prompt
Timed Tasks	Works Longer Day to Complete Daily Task
Written Language (?)	Computer Programs

ASSETS	ATTRIBUTES
Patient Relations	Likes to Help People
Language	Oral Language Skills
Depth Perception	P-Form Perception S-Spatial Aptitude
Precision Work	Manual Dexterity Finger Dexterity

SUPPLEMENTAL INFORMATION

SECTION I

LEARNING DISABILITY OVERVIEW

PRE-TEST QUESTIONS

Please mark the answer by placing the corresponding number in the blank space by each statement.

1 - Strongly Agree	**3 - No Response**
2 - Agree	**4 - Disagree**
5 - Strongly Disagree	

1. Persons with learning disabilities should be discouraged from pursuing plans for a professional career. ____

2. Parents, school counselors, and students should initiate post high school planning between the 7th and 9th grade. ____

3. Being able to adjust language to a given listener's needs or situation is a pragmatic (practical) skill. _____

4. Educational and vocational rehabilitation service providers apply identical criteria for defining learning disabilities. _____

5. It is easier for some adults with learning disabilities to accomplish a task if the task is broken down into steps. ____

6. Adults with learning disabilities are not as self-confident as non-disabled people. _____

7. Adults with learning disabilities are as likely as nondisabled adults to answer in short responses. ____

8. Adults, recently diagnosed with learning disabilities, are grateful that a name has been given to their learning difference. _____

9. One strategy to use with adults with learning disabilities is to relate new material to everyday life whenever possible. ____

10. Past negative school experiences rarely carryover into the employment and community life of adults with learning disabilities. ____

11. Equal employment opportunities should be available to only those adults with mild learning disabilities. ____

12. Specific accommodations must be offered to adults with learning disabilities, if they are identified and request these services, and if the accommodations do not interfere with essential job functions. ____

13. One should present information to the area(s) of strength for an adult with a learning disability. ____

14. One can define the area(s) of strengths and weaknesses of an adult with a learning disability through academic assessment alone. ____

15. Making job accommodations for adults with learning disabilities is very costly. ____

16. An adult with a diagnosed learning disability does not have to meet the same department/college requirements as others students do. ____

17. The majority of adults with learning disabilities interpret non-verbal language, tone of voice, or social situations appropriately. ____

18. One strategy to use with adults with learning disabilities is to model good communication strategies by letting them know when you are not sure what they mean. ____

19. Increased time for task completition and frequent feedback are appropriate accommodations in education and employment settings. ____

20. Attending IEP meetings is excellent self-advocacy practice. ____

BARSCH LEARNING STYLE INVENTORY
Jeffrey Barsch, Ed.D

To gain a better understanding of yourself as a learner you need to evaluate the way you prefer to learn. We all should develop a style which will enhance our learning potential. The following evaluation is a short, quick way of assessing your learning style.

This is not a timed test. Try to do as much as you can yourself. You surely may, however, ask for assistance when and where you feel you need it. Answer each question as honestly as you can. There are twenty-four questions. When you have finished, transfer each number to its proper place on score sheet. Then, total each of the three columns on that page. You will then see, very quickly, what your best channel of learning is.

PLACE A CHECK ON THE APPROPRIATE LINE AFTER EACH STATEMENT

	Often	Sometimes	Seldom
1. Can remember more about a subject through listening than reading.			
2. Follow written directions better than oral directions.			
3. Like to write things down or take notes for visual review.			
4. Bear down extremely hard with pen or pencil when writing.			
5. Require explanations of diagrams, graphs, or visual directions.			
6. Enjoy working with tools.			
7. Are skillful with and enjoy developing and making graphs and charts.			
8. Can tell if sounds match when presented with pairs of sounds.			
9. Remember best by writing things down several times.			
10. Can understand and follow directions on maps.			

	Often	Sometimes	Seldom
11. Do better at academic subjects by listening to lectures and tapes.			
12. Play with coins or keys in pockets.			
13. Learn to spell better by repeating the letters out loud than by writing the word on paper.			
14. Can better understand a news article by reading about it in the paper than by listening to the radio.			
15. Chew gum, smoke, or snack during studies.			
16. Feel the best way to remember is to picture it in your head.			
17. Learn spelling by "finger spelling" the words.			
18. Would rather listen to a good lecture or speech than read about the same material in a textbook.			
19. Are good at working and solving jigsaw puzzles and mazes.			
20. Grip objects in hands during learning period.			
21. Prefer listening to the news on the radio rather than reading about it in a newspaper.			
22. Obtain information on an interesting subject by reading relevant materials.			
23. Feel very comfortable touching others, hugging, handshaking, etc.			
24. Follow oral directions better than written ones.			

Scoring Procedures:

OFTEN = 5 points
SOMETIMES = 3 points
SELDOM = 1

Place the point value on the line next to its corresponding number. Next, add the points to obtain the preference scores under each heading.

VISUAL		AUDITORY		TACTUAL	
No.	Points	No.	Points	No.	Points
2	_____	1	_____	4	_____
3	_____	5	_____	6	_____
7	_____	8	_____	9	_____
10	_____	11	_____	12	_____
14	_____	13	_____	15	_____
16	_____	18	_____	17	_____
20	_____	21	_____	19	_____
22	_____	24	_____	23	_____
_____	_____	_____	_____	_____	_____
VPS =		APS =		TPS =	

VPS = Visual Preference Score 40 Max. Score
APS = Auditory Preference Score
TPS = Tactual Preference Score

For Example:

- If you score high on the visual section, you might want to think about using visual cues such as maps or charts.
- If you score high on the auditory section, you might want to think about taping lecture notes or listening to information on tape.
- If you score high on the tactile section you might want to take good notes in school or on the job.

Discuss the results of this test with your counselor. You will develop, through conversation, other helpful ways to study and learn more efficiently.

1980
Academic Therapy Publication

DEALING WITH YOUR DISORGANIZED CENTRAL NERVOUS SYSTEM

IMPROVING YOUR MOTOR ABILITIES

Keep physically fit -- This is hard for people who have always been clumsy. Nevertheless, it is very important. A strong body helps keep the mind and senses strong. Physically fit people may have an easier time controlling their hyperactivity. Almost all athletic activities improve your sense of balance and sense of where you are in space (your vestibular and proprioceptive senses). Your visual and auditory perception will also be improved. You should participate in sports with people at your skill level.

Find an exercise you enjoy and do it often -- Walking, hiking and running are simple, and don't require especially good coordination. Swimming can be fun and floating in the water makes people feel graceful. Calisthenics can be done alone, are usually self-paced and may involve crossing the midline. Many learning disabled people say that karate and yoga have improved their coordination and helped them keep calm.

Keep track of your progress and feel proud of each success -- Compare yourself with what you did last week, not with other people. Find another class, track or pool if you are teased. As an adolescent or adult, you do not have to put up with the things you endured as a child.

If you have moments when you don't know where your body is in space, it helps to stop, be still and relax. Be aware of each part of your body. If you get confused or dizzy, sit down or lean against the wall.

A learning disabled person with coordination problems must learn to love his or her body and feel at one with it.

TELLING RIGHT FROM LEFT

You may not automatically know right from left. Intellectually, you can tell the difference, but you don't have the instinctive knowledge. This lack of an anchor to the world makes getting lost a frightening experience.

Wear a piece of jewelry on the hand or arm you use most to aid you in distinguishing right from left. It may help if it is heavy or bright. To remember which direction you were going before you entered a building, carry something in the hand which will face in that direction as you leave and make sure you go out of the building using that same entrance.

OVERCOMING SOFT NEUROLOGICAL SIGNS

Someone meeting a learning disabled person for the first time may feel uneasy. He might not know why he feels such anxiety. But unconsciously, he may try to avoid the learning disabled person.

Why is this? Soft neurological signs, the visible results of central nervous system dysfunction, may be an explanation. To review, some examples of "odd looking" soft neurological signs are:

- Avoid making aimless motions with your hands. Some learning disabled adults interlock their fingers or hold their knees.

- Be careful to keep your mouth closed when you are not talking.

- Encourage friends and family to tell you if you behave inappropriately or say something out of line. People who know you may ignore embarrassing statements. Watch their faces carefully and listen to their responses. Thank them when they tell you about saying or doing something wrong.

- Remember, the struggle against disinhibition is hard. Sometimes it seems as if the minute you relax, the old behaviors are back again! But as your conscious mind gets used to its new work, your unconscious will take over the job.

DEALING WITH CATASTROPHIC RESPONSE

Catastrophic response describes what happens when you involuntarily overreact because too much is going on around you or within your mind. It seems that when your central nervous system gets overloaded with stimulation, it turns off for a while. You may lose your temper. You may be unaware of the environment for a few seconds and appear to freeze. At times, the period of unawareness may last longer. When such a severe catastrophic response is over, you may feel disoriented, not knowing how much time has passed or where you are.

Try to prevent catastrophic response. Learn what situations cause it, and avoid them. How do you feel before it happens? If you can identify a specific feeling such as confusion, dizziness, sounds too loud, sights too bright, you might be able to prevent the response by:

Isolating yourself -- Find a quiet place to rest for a while. At parties, find an empty room. If you are on a crowded street, find a small store, place of worship or side road.

Taking a break -- If you are being tutored, tell the teacher you need to stop for a while. If you are studying or working alone, relax for a few minutes.

If you "freeze" for a moment during a conversation, look around. If nobody has reacted, continue talking or listening. If people are giving you puzzled looks or calling your name, say, "Sorry, I was thinking hard about..." or "Sometimes I space out a little, sorry." Then show that you are in control of yourself by acting as if nothing happened.

If you are disoriented after a catastrophic response, remain calm. Sit down and relax. Find out where you are and what time it is. Look around. Take time to absorb the environment. If you are still disoriented, call someone who knows about your problem.

If you lose your temper, apologize. If appropriate, explain that sometimes you over-react when there are too many sights and sounds.

CONTROLLING PERSEVERATION

Perseveration (repeating the same action again and again) can also be prevented by noting what brings it on and avoiding those conditions.

Don't do tasks involving motor coordination unless you can switch to another activity. If you make a mistake more than three times, take a break or do something else.

If you find yourself thinking in circles (mental perseveration), don't read or listen to the same material again and again. Approach it from a different angle. Ask someone to explain it to you or find the same information written in another way.

If you often say the same thing over and over again, encourage people to interrupt you. When someone doesn't seem to understand you, pause. See if they ask a question before you repeat yourself.

IMPROVING YOUR MEMORY

A poor memory is common among learning disabled people. If you have a poor memory, try to discover how you remember best. What do you remember and how do you recall it? Some ways to help memory are:

- Write important things in one notebook or calendar that you always carry with you.

- Ask people to remind you of important events.

- Associate one thing with another: for example, you may recall more facts if you read or listen to two books on the same subject and compare them.

- Use information as soon as you learn it: for example, if you are introduced to someone, repeat the name a few minutes later in conversation.

- Sometimes, smelling and tasting can help the memory. Chew a certain flavor of gum or open a bottle of vanilla extract while studying for a test. On the day of the examination, chew that flavor of gum again or put a dab of vanilla extract on your arm.

Some material taken from "Steps to Independence for People with Learning Disabilities Written" by Dale Brown, 1980.

INDIVIDUALS WITH LEARNING DISABILITIES
A Student's Perspective

What is it like to be an individual with a learning disability? This article tries to answer that question by relating the personal story of a college student, Laura Segal, class of '85.

Through her own description of what learning was like for her in high school and in college, we begin to understand what it means to have a learning disability. It means that incoming or outgoing information often becomes fuzzy or scrambled as it is processed by the brain, making learning difficult. Of course, all of us have difficulties now and then processing information. For example, there are days when concentrating and attending seem nearly impossible. Or we may have occasional difficulty retrieving a specific word, even though it is "on the tip of our tongue." In learning disabled individuals, however, these and other processing problems are so pronounced that they become a disabling handicap, one which significantly interferes with academic development.

It is only recently that people have begun to understand the frustrating and persistent nature of learning disabilities in individuals. Previously, highly intelligent students with learning disabilities who enrolled in college tended to drop out of school because of a lack of understanding and assistance.

"I have a Learning Disability"

"Looking back on my high school years, I can see that my behavior and characteristics were a direct result of a still undiagnosed specific learning disability. My family and friends occasionally questioned why I valued my school work so highly that doing homework always took priority over relaxing and enjoying a balanced social life. I claimed that I wanted to suck out each possible droplet of knowledge because learning was fulfilling unto itself; but I became a serious student very early because, due to my unidentified impairment, learning was demanding, requiring intense concentration and hard work on my part."

"Although at the time I was unaware of the fact, many of my study techniques were very unusual. For example, I made tapes in order to memorize French vocabulary words. Now I understand that I was unconsciously compensating for my weaker visual mode by using my strong auditory memory."

"Many unanswered questions bobbed up and down in my head daily. Why was I a slow reader and weak writer yet extremely competent at math and science? Although I tried to rationalize that we all have strengths and weaknesses, I still felt frustrated constantly over these discrepancies. Why was I different from my bibliophile friends? I hated reading books and never read the newspaper."

"Finally, I was an overachiever, caught in a workaholic cycle due to low self-esteem. Operating under great stress and anxiety, I felt I had to earn good grades to prove my self-worth. At last, I realized that my nervous system was alerting me to a specific problem causing my difficulties; my palms sweat and I anxiously bit my nails as I forced myself to read my book."

"Although I did well in high school, college was considerably different, since the demands on reading and writing were so much greater."

Some material taken from Wren, C., Adelman, P., Pike, M.B., & Wilsom, J.L. College and the High School Students with Learning Disabilities. "The Student's Perspective." Project Learning Strategies (PLUS) DePaul University, Chicago, IL.

SUPPLEMENTAL INFORMATION

SECTION II

GOING FROM "me TO ME"

PRACTICING YOUR PERCEPTION

Visual figure-ground problems

Look around you and focus on objects. Look at a forest and study each tree. Study the lawn, find an insect and watch it move. Choose a specific person in a crowd and watch what he/she does.

Auditory sequencing problems

Listen and then repeat. This can be done by playing a taped conversation, repeating a sentence from memory and playing that section of the tape again to check yourself. In conversations, say "So what you are saying is..." and repeat what you heard. Check and see if you were correct.

Tactile discrimination problems

Go to stores and feel the different textures of similar items. Can you tell cotton from wool? Ripe from unripe fruit? In the woods feel the leaves and the bark on trees. Study shapes and textures.

Make a game out of practicing your perception. Don't work too hard. Find a level that challenges you but isn't too difficult.

Hobbies in your area of weakness can be fun. For example, bird watching improves visual perception. Stamp collecting helps visual motor skills and visual perception. Listening to music helps auditory perception.

Improve your environment

Home and office should be simple, uncluttered and well organized. Color codes and labels help to keep things in order. Keep important objects where you can see them. Shelves and pegboard walls are better than drawers. Mark your automobile so you can find it in a crowd of cars: for example, put a large object on the antenna or use a vanity license plate. If you have problems following your companions in a crowd, ask them to wear bright colors.

Find objects you lose

No matter how careful they are, people with visual perception and memory problems often lose things. If you can't find something, keep calm. Try to remember when you had it last. What did you do with it? Then relax your eyes and look for it. Don't look carefully by focusing your eyes first in one place, then another. Swing your eyes all over the room. Use your peripheral vision. If you still can't find it, consider waiting until it shows up. Can you buy another? If you need it, systematically look in and under things. If it's still missing, take a long break and start over.

If you lose things frequently, keep duplicates of important cards that go in your wallet, such as your identification card or library card. Leave extra keys with your neighbor or taped to the bottom of your office desk. Reproduce documents that should not be lost items.

Learning without reading

For people who can't read, taped books can substitute for written ones. Lectures can also be taped. Individuals with dyslexia are eligible for two recorded book programs:

Recording for the Blind, Inc. (RFB)
215 East 58th Street
New York, New York 10022

RFB is a national, non-profit service organization which supplies recorded educational materials to visually, physically and perceptually handicapped students and professionals free of charge. RFB supplies clients with duplicated tapes of books currently in its recorded library of 50,000 texts and also tapes new material. Services are provided to individuals only. To register with RFB you must complete an application. If you are learning disabled, you must state in detail the exact nature of your disability, how it prevents you from reading normal printed material, and a doctor must sign it. Application information is held in confidence.

National Library Service for the Blind
and Physically Handicapped
The Library of Congress
Washington, D.C. 20542
(202) 882-5500

To use this service, you must have a doctor certify that you have a "reading disability due to organic dysfunction." Check with your local public library about applying.

At school you can arrange ways for meeting your academic needs. Analyze your learning style and use your strong areas. Diane Ridenour, who has dyslexia, recognized that she had excellent auditory perception. She found classmates in her

school who were interested in forming a study group. The classmates read the material and a group discussion followed. There are many things you can do to satisfy your own study needs. Use your imagination and find creative solutions. Another idea: check into classes on educational television. Sometimes arrangements can be made for credit through your local college or university.

Working without reading

Jobs which require a lot of reading may have to be avoided. But remember blind people fill many professional jobs by using tape recorders and paying readers. The pamphlet "Dilemma of a Dyslexic Man" by Bert Kruger Smith describes how Dwayne, a reserve policeman, successfully coped with his dyslexia and performed the duties of his job. "I carried a clipboard," he said. "And when I had to check some infraction, I looked at the front sheet where the various ones were listed. Then I would copy my work very carefully. Often when I had to write a name and address, I would ask the person himself to write it." (This pamphlet and the sequel "Free to Learn" can be purchased as a set for 50 cents.) Contact:

The Hogg Foundation for Mental Health
Publications Divisions, P.O. Box 7998
University Station, University of Texas
Austin, Texas 78712

LIVING WITH AUDITORY PERCEPTUAL PROBLEMS

Improve your environment

Limit the background noise around you. Try to live and work in quiet places. Turn on appliances and listen to them before buying them.

Follow directions carefully

If directions are given verbally, repeat them. As you say them, make sure people are listening to you. If possible, write them down or ask to receive them in writing. You may have to ask for one direction at a time. But no matter what, be sure to remember the first thing you are told, so that your first step will be correct.

LIVING WITH BOTH AUDITORY AND VISUAL PERCEPTUAL PROBLEMS

Some people have both visual and auditory perceptual handicaps. This causes insecurity. Neither sense can be trusted. One sense cannot easily be used to compensate for the other. If you have this problem, decide if one sense is actually stronger and use it to help the weaker one. If both senses seem equally inaccurate, practice your perception as proposed earlier, working with one sense at a time. Don't be surprised if your senses develop unevenly. Your ears may seem stronger for a while, then your eyes may seem stronger. For the most part, the sections on living with visual and auditory perceptual problems will apply to you.

Here are a few tips to help you learn:

*Get information from as many sources as possible, for example, if you are taking a class, you might:

- --discuss the class with other students
- --read or listen to as many books as possible, including books written for youngsters, if they cover your material
- --ask if you can audit another section of the class
- --ask your library if they can arrange for you to watch films and videotapes of the material
- --get help from the instructor

Here are a few tips to help you learn: (continued)

*Because of your double handicap, you are especially apt to make mistakes. When errors occur, correct them immediately. Don't get angry with yourself.

*Practice a lot but be careful not to overload yourself. Many short periods of effort are better than one long period of work.

*Your perception will be uneven. Some days will be better than others. Don't push yourself when everything seems to be going wrong.

*Ask yourself how you *like* to do and learn things. Use that technique. You will naturally find the most efficient way for you.

*Should you use taped books and lectures? Taped books may not be helpful as you may have to listen to the tapes many times.

*You will have to use your eyes and ears together to learn a task which is being demonstrated.

IMPROVING PERCEPTION

It's hard to learn when both your seeing and hearing are inaccurate. Try to improve perception by:

Paying attention

Some people who receive inaccurate information from their senses ignore their environment. They daydream and let their minds wander. Don't let this happen to you. Struggle to be aware.

Relaxing

Some people who receive inaccurate information from their senses pay so much attention that what they see and hear confuses them even more. If you relax, your perception will automatically improve.

Most people with perceptual problems alternate between paying too little and too much attention. Try to find a state of relaxed awareness. Most people without learning handicaps have a section of their brain which automatically keeps them relaxed and aware. You may have to train yourself to do this consciously.

Some material taken from "Steps to Independence for People with Learning Disabilities", Dale Brown, (1980).

BE CLEAR ABOUT THE KIND OF HELP YOU NEED

If you need help from other people:

- Be specific
- Make eye contact
- Thank them if they help you
- Be prepared to return the favor

Some examples of specific requests:

"I can't see very well. Can you read the label on this dress for me?"

"Please let me finish. I know I talk slowly, but it's a lot easier for me when people let me finish my sentences."

"Please let me repeat your instructions. Listen to me, so you can be sure I have them right. It won't help if you tell me again. I need to say them to myself to remember them."

"Could you do me a favor and drop by my office on your way to the executive staff meeting? Sometimes I get so absorbed in my work that I forget the time." Or set the alarm on your clock at work for 10 minutes before the meeting is to start to remind yourself that you have to be somewhere.

Reprinted from "Steps to Independence for People with Learning Disabilities." Written by Dale Brown, 1980.

SUPPLEMENTAL INFORMATION

SECTION III

COMMUNICATION AS A WAY OF LIFE

PRAGMATIC CHECKLIST

****

FACTORS	Often	Sometimes	Seldom
1. Does the individual have adequate eye contact during conversation?			
2. Does the individual respond appropriately to questions?			
3. Does the individual respond to questions without needing frequent repetitions?			
4. Does the individual respond to questions within a normal length of time?			
5. Does the individual initiate verbal interaction?			
6. Does the individual produce responses that are adequate in length to communicate the intended thought?			
7. Does the individual verbally sequence events correctly?			
8. Does the individual share talking time, not interrupting, while another person speaks?			
9. Does the individual provide sufficient information for the listener to understand the topic of the conversation?			
10. Does the individual stay on topic?			
11. Does the individual use adequate vocabulary, not relying excessively on non-specific words such as "thing", stuff, etc.?			

FACTORS	Often	Sometimes	Seldom
12. Does the individual have a smooth flow of speech, with few hesitations or revisions?			
13. Does the individual use appropriate volume?			
14. Does the individual ask appropriate questions?			
15. Does the individual recognize or consider his/her audience in choice of phrasing or vocabulary?			
16. Does the individual recognize signals which indicate the conversation is over?			
17. Does the individual respect rules of physical proximity?			

GUIDELINES FOR MINIMAL SPEAKING AND LISTENING COMPETENCIES FOR HIGH SCHOOL GRADUATES

I. *Communication codes.* This set of skills deals with minimal abilities in speaking and understanding spoken English and using nonverbal signs (e.g., gestures and facial expressions).

APPLICATION EXAMPLES

COMPETENCIES	*OCCUPATIONAL*	*CITIZENSHIP*	*MAINTENANCE*
A. Listen effectively to spoken English	Understand directions given by job supervisor	Understand directions given on TV or radio on procedures necessary to vote	Understand weather bulletins broadcast on radio or TV
	Understand complaints and needs of customers	Understand directions to a jury from a judge	Understand a doctor's directions for taking prescribed medication
	Understand suggestions and questions of fellow workers	Understand directions given by policemen	Understand a plumber's suggestions for preventive household maintenance
B. Use words, pronunciation, and grammar appropriate for situation	Use appropriate language during employment interviews	Use language understood by members of diverse groups at civic meetings	Describe an ailment so that a doctor can understand the symptoms
	Use words, pronunciation, and grammar which do not alienate co-workers	Use inoffensive words when expressing political views	Use language understood by a policeman when making a complaint
	Use words understood by co-workers	Use language understood by public officials	Use language understood by a banker when making a loan application

I. *Communication codes.* (continued)

APPLICATION EXAMPLES

COMPETENCIES	*OCCUPATIONAL*	*CITIZENSHIP*	*MAINTENANCE*
C. Use nonverbal signs appropriate for situation	Use appropriate gestures and eye contact during employment interviews	Use appropriate facial expressions and posture when expressing one's point of view at civic meetings	Use gestures which enhance a child's understanding of how to perform a household task
	Use appropriate facial expressions and tone of voice when conversing with a supervisor	Use appropriate nonverbal signs when campaigning for a political candidate	Use gestures which enhance a friend's understanding of how to play a game
	Use gestures which aid a co-worker in learning to perform a production task	Use appropriate nonverbal signs when engaging in informal discussions of political views with friends	Use nonverbal signs to indicate sympathy to a friend
D. Use voice effectively	Use sufficient volume when making a presentation to a large group in an on-the-job setting	Speak clearly and loudly enough to be heard in public debate or discussion	Speak with appropriate rate, volume, and clarity in social conversations
	Use appropriate volume when conversing with a customer via telephone	Speak with appropriate rate, volume, and clarity when expressing views to an elected official	Speak with appropriate rate, volume, and clarity when reporting a fire or accident
	Speak with appropriate rate, volume, and clarity when conversing with your supervisor	Speak clearly and loudly enough to be heard and understood when giving testimony in court	Speak with appropriate rate, volume, and clarity when soliciting funds for a charity

II. *Oral message evaluation.* This set of skills involves the use of standards of appraisal to make judgments about oral messages or their effects.

APPLICATION EXAMPLES

COMPETENCIES	*OCCUPATIONAL*	*CITIZENSHIP*	*MAINTENANCE*
A. Identify main ideas in messages	Identify the task to be performed when given instructions orally	Select main ideas when listening to political speeches	Obtain main ideas in messages concerning health-related news
	Recognize performance standards for work assigned orally	Identify key points in broadcast interviews with political candidates	Identify main ideas in broadcast messages about tax return preparation
	Recognize commitments, promises, threats, and commands	Identify critical issues in trial testimony	Identify main ideas in a contract agreement
B. Distinguish facts from opinions	Obtain factual information about the job opportunities	Distinguish between facts and opinions in political speeches	Distinguish facts from opinions in advertisements
	Distinguish between facts and opinions in customer complaints	Distinguish between evidence and opinion in testimony	Distinguish facts from opinions with respect to effective illness treatment
	Distinguish between facts and opinions in labor-management disputes	Distinguish between fact and opinion in newscasts	Distinguish facts from opinion regarding nutrition

II. *Oral Message evaluation. (continued)*

APPLICATION EXAMPLES

COMPETENCIES	*OCCUPATIONAL*	*CITIZENSHIP*	*MAINTENANCE*
C. Distinguish between informative and persuasive messages	Distinguish between informative and persuasive messages in a job interview	Identify when being subjected to propaganda	Identify when being subjected to a sales presentation
	Distinguish between informative and persuasive messages from a union organizer	Distinguish between informative and persuasive messages of politicians	Distinguish between informative and persuasive messages about purchasing on credit
	Distinguish between informative and persuasive messages of management	Distinguish between informative and persuasive messages of trial attorneys	Distinguish between informative and persuasive messages about non-prescription drugs
D. Recognize when another does not understand your message	Recognize lack of understanding in other employees	Recognize when another doesn't understand one's position on a public issue	Recognize when another family member doesn't understand instructions
	Recognize when a job interviewer doesn't understand an explanation of work experience	Recognize when a public official doesn't understand a request	Recognize when a doctor doesn't understand one's description of an illness
	Recognize when a customer doesn't understand directions for product use	Recognize when a judge does not understand one's testimony	Recognize when a salesperson doesn't understand a request

III. *Basic speech communication skills.* This set of skills deals with the process of selecting message elements and arranging them to produce spoken messages.

APPLICATION EXAMPLES

COMPETENCIES	*OCCUPATIONAL*	*CITIZENSHIP*	*MAINTENANCE*
A. Express ideas clearly and concisely	Make a report to one's job supervisor	Describe a desired course of political action	Explain an appliance malfunction to a repair person
	Explain job requirements to a new employee	Describe an accident or crime to a policeman	Explain an unfamiliar task to a child or other family member
	State clearly relevant information about work experience when applying for a job	Explain citizens' rights to another	Explain one's values to a child or friend
B. Express and defend with evidence your point of view	Express and defend one's view in a union meeting	Express and defend one's view in a political discussion	Express and defend one's refusal to accept unordered products or services
	Express and defend suggestions for changes in job conditions	Express and defend one's innocence in court	Express and defend your faith or religion
	Express and defend reasons for job absence to one's supervisor	Express and defend one's position in a city council meeting	Express and defend your feelings in a family discussion

III. *Basic speech communication skills. (continued)*

APPLICATION EXAMPLES

COMPETENCIES	*OCCUPATIONAL*	*CITIZENSHIP*	*MAINTENANCE*
C. Organized (order) messages so that others can understand them	Use a chronological order to explain a complex business procedure to a co-worker	Use a topical order to explain political views	Use a problem-cause-solution order to explain one's financial position when applying for a loan
	Use a topical order when explaining production problems to a supervisor	Use a cause-effect order when giving an accident report	Explain to a child how to prevent accidents using a cause-effect order
	Use a problem-cause-solution order when making a suggestion to a supervisor	Use a chronological order to explain a complaint to an elected official	Use a chronological order to explain to a mechanic the development of an automobile malfunction
D. Ask questions to obtain information	Obtain information about correct job performance procedures	Obtain information from public officials about laws and regulations	Obtain information about interest rates for purchases bought on credit
	Obtain information about job benefits	Obtain information about another's evidence on a political issue	Obtain information about one's credit rating
	Obtain suggestions about how to improve your job performance	Obtain information about a political candidate's views	Obtain information about product safety
E. Answer questions effectively	Answer a potential employer's questions about your qualifications	Answer questions about one's position on public issues	Answer a doctor's questions about one's illness
	Answer customer questions	Answer questions of a census taker	Answer a tax auditor's questions
	Answer a supervisor's questions about one's job performance	Answer questions as a witness	Answer a child's questions so that the child understands

III. *Basic speech communication skills. (continued)*

APPLICATION EXAMPLES

COMPETENCIES	*OCCUPATIONAL*	*CITIZENSHIP*	*MAINTENANCE*
F. Give concise and accurate directions	Direct co-workers or subordinates in performing unfamiliar jobs	Give directions to another about the procedures necessary to vote	Teach a child how to play a game
	Instruct customers about product use	Give directions to another about the procedures necessary to file a tax return	Instruct repair persons on how one wants some repair made
	Instruct an employee about improving job performance	Give directions to another about the procedures necessary to appear before the city council	Teach a child what to do in case of fire
G. Summarize messages	Summarize oral instructions given by a job supervisor	Summarize the position of a political candidate on a campaign issue	Summarize a public service message on auto safety
	Give a summary of customer suggestions to one's job supervisor	Summarize the arguments for and against a controversial issue	Summarize for family members a telephone conversation
	Summarize one's qualifications in a job interview	Summarize for another the laws/regulations pertaining to some action	Summarize for family members the family financial position

IV. *Human relations.* This set of skills is used for building and maintaining personal relationships and for resolving conflict.

APPLICATION EXAMPLES

COMPETENCIES	*OCCUPATIONAL*	*CITIZENSHIP*	*MAINTENANCE*
A. Describe another's viewpoint	Describe the viewpoint of a supervisor who disagrees with one's evaluation of job performance	Describe the viewpoint of a friend with whom one disagrees about public issues	Describe the viewpoint of a retail store manager to whom one returns merchandise
	Describe the viewpoint of a co-worker who disagrees with one's recommendations	Describe the viewpoint of a legislator who proposes a law one opposes	Describe the viewpoint of your spouse when one disagrees on a major decision
	Describe the viewpoint of union officials in a contract dispute	Describe the viewpoint of a jury member with whom one disagrees	Describe the viewpoint of a neighbor who complains about children's behavior
B. Describe differences in opinion	Describe differences in opinion with co-workers about work-related issues	Describe differences in opinion with a legislator about proposed legislation	Describe differences in opinion with spouse about child-rearing practices
	Describe differences in opinion with one's supervisor about the steps necessary to accomplish a goal	Describe differences opinion with other jurors	Describe differences in opinion with a doctor regarding health care
	Describe differences in opinion with customers about product performance	Describe differences in opinion in a zoning hearing	Describe differences in opinion with spouse about the responsibility for household chores

SUPPLEMENTAL INFORMATION

SECTION IV

FUNCTIONING IN POST-SECONDARY OR EMPLOYMENT SETTINGS

IV. *Human relations.* (continued)

APPLICATION EXAMPLES

COMPETENCIES	*OCCUPATIONAL*	*CITIZENSHIP*	*MAINTENANCE*
C. Express feelings to others	Express personal reactions to changes in job conditions to one's supervisor	Express feelings of anger to your city council person	Express dissatisfaction to a store clerk
	Express satisfaction to a co-worker about his/her work	Express your positive reactions to an elected official's work	Express feelings of approval to a child for his/her school achievement
	Express feelings of dissatisfaction with co-workers regarding the quality of work interactions	Express feelings of disapproval regarding a legislator's position	Express feelings of sympathy to a friend whose parent has died
D. Perform social rituals	Introduce oneself a the beginning of a job interview	Introduce a motion at a public meeting	Make small talk in casual social settings
	Greet customers	Request an appointment with an elected official	Introduce strangers to one another
	Conclude a conversation with one's employer	Introduce a speaker at a political rally	Introduce oneself

Reed, V. A., (1986). An Introduction to Children with Language Disorders. New York, NY: Macmillian.

SUPPLEMENTAL INFORMATION

POST-TEST QUESTIONS

Please mark the answer by placing the corresponding number in the blank space by each statement.

1 - Strongly Agree	**3 - No Response**
2 - Agree	**4 - Disagree**
5 - Strongly Disagree	

1. Persons with learning disabilities should be discouraged from pursuing plans for a professional career. ____

2. Parents, school counselors, and students should initiate post high school planning between the 7th and 9th grade. ____

3. Being able to adjust language to a given listener's needs or situation is a pragmatic (practical) skill. ____

4. Educational and vocational rehabilitation service providers apply identical criteria for defining learning disabilities. ____

5. It is easier for some adults with learning disabilities to accomplish a task if the task is broken down into steps. ____

6. Adults with learning disabilities are not as self-confident as non-disabled people. ____

7. Adults with learning disabilities are as likely as nondisabled adults to answer in short responses. ____

8. Adults, recently diagnosed with learning disabilities, are grateful that a name has been given to their learning difference. ____

9. One strategy to use with adults with learning disabilities is to relate new material to everyday life whenever possible. ____

10. Past negative school experiences rarely carryover into the employment and community life of adults with learning disabilities. ____

11. Equal employment opportunities should be available to only those adults with mild learning disabilities. ____

12. Specific accommodations must be offered to adults with learning disabilities, if they are identified and request these services, and if the accommodations do not interfere with essential job functions. ____

13. One should present information to the area(s) of strength for an adult with a learning disability. ____

14. One can define the area(s) of strengths and weaknesses of an adult with a learning disability through academic assessment alone. ____

15. Making job accommodations for adults with learning disabilities is very costly. ____

16. An adult with a diagnosed learning disability does not have to meet the same department/college requirements as others students do. ____

17. The majority of adults with learning disabilities interpret non-verbal language, tone of voice, or social situations appropriately. ____

18. One strategy to use with adults with learning disabilities is to model good communication strategies by letting them know when you are not sure what they mean. ____

19. Increased time for task completition and frequent feedback are appropriate accommodations in education and employment settings. ____

20. Attending IEP meetings is excellent self-advocacy practice. ____

PROFESSIONAL TITLE _____
DATE _____

EVALUATION FORM

(Rate the course on the qualities listed)
Please circle one.

	Excellent	Good	Average	Fair	Poor
1. Quality of the presentation	E	G	A	F	P
2. Appropriateness of content topics	E	G	A	F	P
3. Clarity of presentation	E	G	A	F	P
4. Thoroughness	E	G	A	F	P
5. Maintaining your interest	E	G	A	F	P

Please complete the following sentence.

1. The most valuable information presented was _____

_____

2. The least valuable information presented was _____

_____

3. I could benefit from more information about _____

_____

4. How useful, for practical application, was the information presented to you?

_____ Very Valuable

_____ Generally Useful

_____ Somewhat Useful

_____ Of Little or No Use

5. To someone in my situation I would recommend this "course":

_____ Enthusiastically

_____ As very good

_____ With reservations

_____ As something to avoid

6. Make an overall statement as to how you will use the information that you received in this training _____

Comments:

COLLEGE TESTING SERVICES FOR STUDENTS WITH SPECIAL NEEDS

Persons with learning disabilities may obtain, if necessary, special accommodations and /or editions of either of the two most commonly used admissions/placements tests-the Scholastic Aptitude Test (SAT) provided by the Admissions Testing Program of the College Board and the American College Testing (ACT) Assessment. Extended time, cassettes, readers, large type, and marking assistance are among the special arrangements permitted. These requests should be made well in advance of the exam date. The details of what is involved in special testing varies between the two testing services. Of particular importance is whether or not the fact that the test is taken under nonstandard conditions is noted on the student's records. The SAT notes any test taken under nonstandard conditions. The ACT makes no references to special testing unless extended time was used. Students, parents, and counselors may want to talk this over and decide whether or not the disability warrants special testing. For some students, it may be worth the investment to take the test both ways. For complete details about special testing and other tests provided by the testing services, contact:

ATP: Services for Handicapped Students
Box 2891
Princeton, NJ 08541

The ACT Assessment
"Special Testing Guide" Test Administration
P.O. Box 168
Iowa City, IA 52243

QUESTIONS TO ASK

As you sort through brochures from the schools in which you might have an interest, you may list those which seem most like YOU and plan to visit the campus. A productive visit will be one which you have arranged in advance by requesting an appointment to talk with either the Dean of Admissions or the Disabled Student Services Officer, or Program Director for Learning Disabled. Planning such an interview may allow the school time to arrange for you to sleep in a dorm for the night and attend a class or two so that you can get a "feel" for the campus. You may also want to talk to a learning disabled student taking courses there. Once you meet with a campus administrator, you may want to ask some questions--if they have not already been answered in informal talks. Listed below are some questions students with learning disabilities frequently ask. If you visit several schools, you may want to compare the answers given by each.

* What are the requirements for admission?

* How many students with learning disabilities are on campus? What year are they? Are they full-time, part-time, residents, commuters, traditional age, or older? Men? Women? Can you introduce me to one of those students?

* What are the goals and objectives of the program which provides support services?

* What services are provided? Is there a charge for them? How does one obtain such services?

* What specialized training in learning disabilities do the service providers have?

* Is tutoring and/or counseling provided on a one to one basis or in a group? If in a group, how large is it? How frequently is it available?

* What supervision is provided for non-certified instructors or tutors?

* How is the duration of services determined? Is it usually one semester? Two--or longer?

* Who will be my academic advisor and what training does this individual have in learning disabilities?

* Do students with learning disabilities take regular college courses? For credit?

* Are any courses unavailable to students with learning disabilities?

* What modifications have faculty or administrators been willing to make for students with learning disabilities on this campus?

* Are remedial courses required of students with learning disabilities? If so, do they carry college credit and does the credit count toward graduation?

* How many students with learning disabilities have graduated from this college? In what fields? What have they done since graduation? What is the overall rate of retention?

(This list is adapted from one prepared by Dr. Susan Vogel Barat College, Evanston,Il.)

A COMPREHENSIVE LEARNING DISABILITIES SERVICE PROGRAM PROVIDES:

- * A learning disabilities program coordinator.
- * Written policies on admissions, accommodations, and services.
- * Educational evaluations, based in an academic department, to measure performance of adults with learning disabilities.
- * Mobilization of resources and staff in developing academic plans.
- * Support services including volunteer and paid staff notetakers, readers, text recorders, transcribers, typists, and proofreaders. Auxiliary aids for loan or use including 4-track tape recorders, computers with spell checkers, voice synthesizers, color monitors, large display screens, photocopiers that enlarge and darken print, an optical character scanner, and resource rooms.
- * Tutors employing strategies developed specifically for students with learning disabilities.

* "Reasonable accommodations" including --

  - Extended time on exams agreed upon by student, instructor, and learning disabilities program cordinator.

- Individual testing in a quiet environment with minimal distractions.

- Oral or taped exams.

- Marking on the exam rather than on a separate answer sheet.

- Use of calculator and/or word processor with spell check program.

  Foreign language requirement substitution or waiver.

  Reduced course load and prorated tuition.

- Tape recorded lectures.

* Priority registration and priority housing assignment.

* Workshops to enhance awareness of learning disability issues for undergraduate admissions and recruitment officers, legal office, graduate school admissions officers, and student affairs staff.

• * Dissemination of information through publications and lectures for campus and community awareness.

• * Student Group for Learning Disabled for peer support and advocacy.

* Self-identified learning disability faculty and staff mentor program.

(• Available at UNO)

SUMMARY OF THE 504 REGULATIONS

OF THE REHABILITATION ACT OF 1973

ACCESS FOR THE HANDICAPPED

Section 504 of the Federal Rehabilitation Act of 1973 mandates access in such a way that "each program activity, when viewed in its entirety, is readily accessible to persons with disabilities and is offered in the most integrated settings appropriate." Disabilities included are: mobility and sensory impairments, major physiological illness, emotional and psychological illnesses, learning disabilities, mental retardation, and chemical dependency. These conditions must be of a degree that they seriously impair one or more of life's major activities. Also covered would be a person with a record of such impairments or one who is regarded as having such impairments.

The regulations affect admissions, employment, student and staff services, and the curriculum. They give handicapped students certain rights of which faculty should be aware:

Classrooms, laboratories, and programs must be made accessible to handicapped students (see *Accessibility, 84.22*).

If a student with a disability enrolls in a class that is scheduled for an inaccessible location, a faculty member must contact room scheduling authorities to relocate the class.

Students with disabilities may request "academic adjustments" such as changes in the length of time to

complete papers, examinations, and degree programs; adapted arrangements for completing academic work, and they may have permission to use a tape recorder or to have a guide dog in classrooms (see *Academic Adjustments, 84.44*).

These or similar adjustments must be granted unless the faculty determines that granting the accommodation would compromise "essential" elements in the curriculum.

Students have a right to nondiscriminatory participation in required programs or internships that are co-sponsored by the University with outside groups.

FOR YOUR INFORMATION:

The Americans with Disabilities Act (ADA) was signed into law on July 26, 1990 and is now P.L. 101-336. ADA is patterned after Section 504 of the Rehabilitation Act of 1973. As noted above in the summary statement, Section 504 prohibits discrimination against people with disabilities in a range of areas, such as employment, social services, and education, on the part of entities that receive federal funds. ADA prohibits discrimination by public or private entities.

GETTING READY FOR COLLEGE: ADVISING HIGH SCHOOL STUDENTS WITH LEARNING DISABILITIES

Students receiving special education and related services need to take a variety of preparatory steps in order to have real choices and viable options in senior year.

This is a check list for parents, counselors, teachers, program coordinators, and students themselves to consider well before senior year decision time.

THE BASICS

DISABILITY AWARENESS
(resource teacher, counselor, parent)

Encourage self-advocacy. It is essential that the student be able to discuss the learning disability and be able to request needed accommodations.

Make sure the student understands the particular learning disabilities involved. It is important for the student to be able to discuss strengths and weaknesses as well as which accommodations have been essential to success in high school and will be needed in college.

Help the student understand how the disability is connected to social interactions with peers, families, teachers, and employers. For example, a visual or auditory discrimination deficit or an attention deficit disorder frequently leads to missed cues and inappropriate timing in conversation.

Learn about, and teach the student about, Section 504 of the Rehabilitation Act of 1973 and how it compares to P.L.94-142. Section 504 indicates types of accommodations that post-secondary institutions must

provide or allow, *if a student requests them.* The responsibility is on *the student* to seek appropriate services; whereas under 94-142, the responsibility is on the elementary and secondary schools (working with parents) to provide services.

Some families *encourage the student to have a personal membership in the Learning Disability Association (LDA), Orton Dyslexia Society, support groups for students with learning disabilities,* or other organizations which will build confidence and information about special programs.

PERSONAL and SKILL DEVELOPMENT OF STUDENT
(parent, counselor, teacher, and student)

Encourage the student to develop work-related skills and interests in case it is decided to delay entrance to college and work for a year or two. This may involve taking some vocational courses.

Make sure the student's knowledge of study skills is adequate. In addition to high school assistance, consider special study classes/programs offered at community colleges, private agencies, or individual tutoring.

Help the student to increase independent living skills. The student needs to be able to do laundry, cleaning, and some cooking; manage a checking account and transportation systems; and plan leisure activities.

Encourage part-time jobs or volunteer positions. These offer opportunities to improve social skills and give experience about work situations and job expectations.

ASSESSMENTS, RECORDS, COURSE OPTIONS IN HIGH SCHOOL
(parent, counselor, student)

Request the high school to provide a vocational assessment, preferably while the student is in 7th and/or 9th grades.

Plan a four-year selection of college prep courses sufficient to allow the choice to enter college.

Contact the local Vocational Rehabilitation (VR) agency before graduation. VR offers a variety of services to eligible students with learning disabilities such as vocational assessment, job placement, pre-employment training, etc.

Make sure psychological testing is up-to-date. P.L. 94-142 mandates that each student be reevaluated every three years, and more frequently if needed. The college admission and placement processes will require results of tests taken, usually, within three years of the time of application.

Obtain all special testing records before high school graduation. They may be needed for later applications to college or Vocational Rehabilitation services, and some school systems destroy these records after graduation.

COLLEGE APPLICATIONS

GETTING READY TO APPLY
(parent, counselor, teacher, student)

Consult with advisors to understand fully how much support or special help the student is receiving. The level of services for learning disabilities needed in college should be based on a realistic picture of what accommodations have been needed for success in high school.

Challenge the student to evaluate whether he or she has high motivation to put in the long hours needed to accomplish college level work. Is there a career goal? Is college the best transition or training for employment and indepepndence? If so...

Decide whether to arrange for special testing conditions for the PSAT, SAT< and/or ACT. Options include extended testing time, readers, cassettes, and sometimes different test locations.

Consider community colleges, technical or proprietary schools, specialized on-campus programs that include a vocational training component, as well as colleges with support services.

Contact the Office for Special Student Services or the Disabled Student Services Office of colleges being considered before applications are submitted. Be sure what types of accommodations and services are available. Do they match those needed by the student in high school? Is there an LD specialist on staff? How many students with learning disabilities attend? What documentations are required? Are there other pre-admissions requirements such as a letter of recommendation from a high school LD advisor?

APPLICATION DECISION AND TRANSITION TO COLLEGE
(parents, and advisors with student)

The student should make a copy of each application form. The copy should be used as a worksheet to collect the needed information. The material should then be *typed* onto the original form and sent to the college.

Visit colleges, while they are in session, before making a definite choice. Consider the community around the college, cost, student activities, programs offered, as well as LD services provided.

Consider enrolling in a summer orientation session for admitted students with learning disabilities at the selected college. Or, take one course in a regular summer session. Getting acclimated to the campus and knowing about support service systems builds the student's confidence.

Search for a summer study skills course designed for people with learning disabilities. Collect advice on how to be organized for studying on the college.

Search out any personal contacts or suggestions that will lead the student to find an appropriate advisor, friend, or mentor on campus..

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This publication is based on an original list by Carol Sullivan, Counsellor for students with learning disabilities at Northern Virginia Community (Annandale, VA), and former versions by the Association on Handicapped Student Service Programs in Postsecondary Education (AHSSPPE), and the HEATH Resource Center, One Dupont Circle, Washington, D.C. single copies are available free from HEATH (202) 939-9324; (800)544-3284 voice/TDD.

DIRECTORIES FOR LD POST-SECONDARY STUDENTS

A NATIONAL DIRECTORY OF FOUR YEAR COLLEGES, TWO YEAR COLLEGES AND POST HIGH SCHOOL TRAINING PROGRAMS FOR YOUNG PEOPLE WITH LEARNING DISABILITIES, FIFTH EDITION (1983)
Partners in Publishing
Box 50347
Tulsa, OK 74150

DIRECTORY OF FACILITIES AND SERVICES FOR THE LEARNING DISABLED (1991-1992)
Academic Therapy Publications
20 Commercial Boulevard
Novato, CA 94949-6191

HOW TO CHOOSE A COLLEGE: A GUIDE FOR THE STUDENT WITH A DISABILITY (1988-Second Printing)
HEATH
One Dupont Circle
Suite 300
Washington, D.C. 20036-1193
(Single copies of this booklet are available free of charge.)

LOVEJOY'S COLLEGE GUIDE FOR THE LEARNING DISABLED (1985)
Charles T. Straughm, II and Dr. Marvelle S. Colby
Monarch Press, A Division of Simon and Schuster
Simon and Schuster Bldg.
1230 Avenue of Americas
New York, New York 10020

PETERSON'S GUIDES (1992)
Box 2123
Princeton, NJ 08543-2123

THE COLLEGE GUIDE FOR STUDENTS WITH DISABILITIES (1976)
Abt Publications
55 Wheeler St.
Cambridge, MA 02138

THE K & W GUIDE TO COLLEGES FOR THE LD (1991)
Marybeth Kravets, M.A.
Imy F. Wax, M.S.
P.O. Box 187
Deerfield, Il 60015-0187

UNLOCKING POTENTIAL - COLLEGE AND OTHER CHOICES FOR LEARNING DISABLED PEOPLE: A STEP BY STEP GUIDE (1987)
B. Scheiver and J. Talpers
Adler & Adler, Publishers, Inc.
4550 Montgomery Avenue
Bethesda, Maryland 20814

UNLOCKING THE DOORS: MAKING THE TRANSITION TO POST-SECONDARY EDUCATION (1987)
AHEAD Publications
P.O. Box 21192
Columbus, OH 43221-0192
(614) 488-4972 (V/TDD)
(614) 488-1174 (FAX)

ON THE JOB TIPS FOR EMPLOYEES WITH LEARNING DISABILITIES

A. The first and most breakable rule is:
Never, never, never, use LD as an excuse for not trying to do your best, not getting along with others, not trying to control your behavior, or refusing responsibilities that you can live up to!

B. Differentiate between discussion of your disabilities with those who have a need to know, and between talking to others about your own personal difficulties in a manner that causes others to perceive you as seeking sympathy, making lame excuses for your own failures, or trying to make yourself the center of attention.

C. Work off some of your hyperactivity by running errands rather than waiting for others.

D. Do not allow yourself to become overly dependent upon your boss to the point where he or she is telling you how to carry out every assignment you are given even after you are supposed to be at a full performance level.

E. Plan things you need to do both for the day and the week.

F. If you can find a co-worker to serve as a mentor to offer you personal advice about the most sensitive aspects of your work behaviors and social skills on the job, you will find that this is one of the most valuable means of improving your work performance, even though at times your feelings may be hurt.

G. For short-term memory problems, keep copious notes on anything important.

H. For eye-hand coordination problems, find time to practice the skills when you are not under pressure.

I. For visual perceptual problems, have a place for everything important and put everything in the proper place at all times.

J. If your job requires driving, help your directional problems by looking for landmarks along your regular route.

K. If you have a short attention span, work on several assignments for a short time each, rotating around several projects in one day.

L. If you have some troubles dealing with a conversation and reading or some other similar intersensory problem, it is not impolite to ask a person speaking to you to wait until he or she has your full attention.

M. It is very important that you try to relax to the fullest extent possible.

Source: Robinson, Elizabeth. "Techniques for Job Hunting." Journal of Rehabilitation, April/May/June 1984.

JOB SUGGESTIONS FOR ADULTS WITH LEARNING DISABILITIES

PLACE PEOPLE IN AREA OF STRENGTH BUT DO NOT LIMIT THEM

WEAKNESSES	STRENGTH POSITION
DISTRACTIBILITY	RESTAURANT HOST/HOSTESS
HYPERACTIVITY	GUARD DUTY RETAIL SALES POSTAL DELIVERY
SHORT-TERM MEMORY	DOMESTIC ENGINEER GROCERY STOCKER DATA ENTRY
ATTENTION SPAN	"FLOATER" TO RELIEVE COLLEAGUES TELEMARKETING
TEMPORAL PROBLEMS	FLEX-TIME JOBS
ORAL LANGUAGE PROBLEM	RESEARCHER SIGN PAINTER FACTORY WORKER STOCK ROOM
WRITTEN LANGUAGE	FACTORY WORKER SWITCHBOARD OPERATOR SALES CHEF/COOK

JOBS THAT MIGHT NOT BE APPROPRIATE FOR LD ADULT WITH THIS PARTICULAR DIFFICULTY

PERCEPTUAL-MOTOR	BRICK LAYER, CARPENTER
DIGIT REVERSAL	EQUIPMENT MONITOR (GARAGE) LABORATORY WORK
AUDITORY PERCEPTUAL	SWITCHBOARD OPERATOR
VISUAL PERCEPTUAL	SEWING FILLING OUT FORMS DATA ENTRY
AUDITORY MEMORY	TELEPHONE SALES
ORAL LANGUAGE	SALES RECEPTIONIST
WRITTEN LANGUAGE	SECRETARY

SUGGESTIONS FOR WORKING WITH ADULTS WITH LEARNING DISABILITIES

1. Break down tasks into small increments of learning and present them in a paced, sequential manner. Present a variety of short assignments.

2. Make sure the adult has acquired one skill before presenting the next skill in the sequence of learning tasks.

3. Structure assignments for the adult and provide frequent feedback about the quality and appropriateness of work completed.

4. Provide activities that allow the adult to experience small successes in order to enhance his/her self concept.

5. Use as many modalities (seeing, hearing, speaking, touching) as possible when presenting material. Making information available through different senseshelps adults to be active learners and to use their strongest channels to get information.

6. At the same time, try to capitalize on the adult's area(s) of strength. For example, if the adult is a good listener and can carry out oral directions well, be sure to present materials orally. Teaching through the adult's strengths helps to remediate weak areas.

7. Teach new concepts in as concrete way as possible. It's often easier for learning disabled adults to learn the theory after its practical application.

8. Relate new material to everyday life whenever possible. This can make abstract concepts more understandable.

9. Control the complexity of directions. Many learning disabled adults benefit from having directions broken down into steps, with one step presented at a time.

10. Use color whenever possible. Visual impact is even sharper in color, and color coding is an aid to learning.

11. If possible, provide the opportunity to repeat verbally what has been learned as a check for accuracy.

Adapted from Adult Basic Education Programs for Disabled Adults. Library for the Blind and Physically Handicapped Free Library of Philadelphia.

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"Going to College with a Learning Disability." (Available from LD-CASE, Room 117 EAB, University of Nebraska at Omaha, Omaha, NE 68132).